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ABSTRACT

This report profiles undergraduates who were enrolled in U.S. postsecondary institutions in the academic year 1999-2000. It is based on data from the 1999-2000 National Postsecondary Student Aid Study (NPSAS:2000), the fifth in a series of surveys conducted by the U.S. Department of Education. Each NPSAS survey is a comprehensive nationwide study to determine how students and their families pay for postsecondary education. The report begins with an overview that describes the demographic diversity of the undergraduate population. In particular, it documents gender, age, race/ethnicity, parenthood, and the disability status of undergraduates. The overview is followed by a compendium of tables describing in detail all undergraduates with respect to enrollment, student characteristics, financial aid receipt, participation in community service, and remedial coursetaking. The estimates in this report were produced using the National Center for Education Statistics Data Analysis System, a microcomputer application that allows users to specify and generate tables for the NPSAS:2000 undergraduate survey. This profile suggests that the postsecondary education system in the United States offers opportunities to a diversegroup of individuals. In spite of the enrollment opportunities, however, gaining access to postsecondary education does not necessarily lead to obtaining a degree or certificate. (Contains 9 figures, 45 tables, and 17 references.) (SLD)

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Profile of Undergraduates in U.S. Postsecondary Institutions: 1999–2000

Statistical Analysis Report

U.S. Department of Education
Office of Educational Research and Improvement
NCES 2002-168

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Profile of Undergraduates in U.S. Postsecondary Institutions: 1999–2000

Statistical Analysis Report

July 2002

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Executive Summary

Postsecondary education in the United States encompasses a wide array of educational opportunities and programs. U.S. undergraduates attend postsecondary institutions that range from 4-year colleges and universities offering programs leading to baccalaureate and higher degrees to private for-profit vocational institutions offering occupational training of less than 1 year. This report provides a detailed statistical overview of the approximately 16.5 million undergraduates enrolled in all U.S. postsecondary institutions in 1999–2000. Preceding the detailed statistical tables is a discussion of the undergraduate population's diversity and the possible impact of this diversity on persistence in postsecondary education.

This report is based on data from the 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000), a survey representing all students enrolled in postsecondary education in 1999–2000.

Who Were 1999–2000 Undergraduates?

Taking into account enrollments at all U.S. postsecondary institutions, women comprised 56 percent of undergraduates in 1999–2000 (figure A). Minority students represented about one-third of the total undergraduate population, including 12 percent Black, 11 percent Hispanic, and 5 percent Asian.[1] Roughly 2 percent of undergraduates were either American Indian/Alaska Natives (0.9 percent) or Native Hawaiian/Other Pacific Islanders (0.8 percent). And about 2 percent indicated that they were of more than one race.

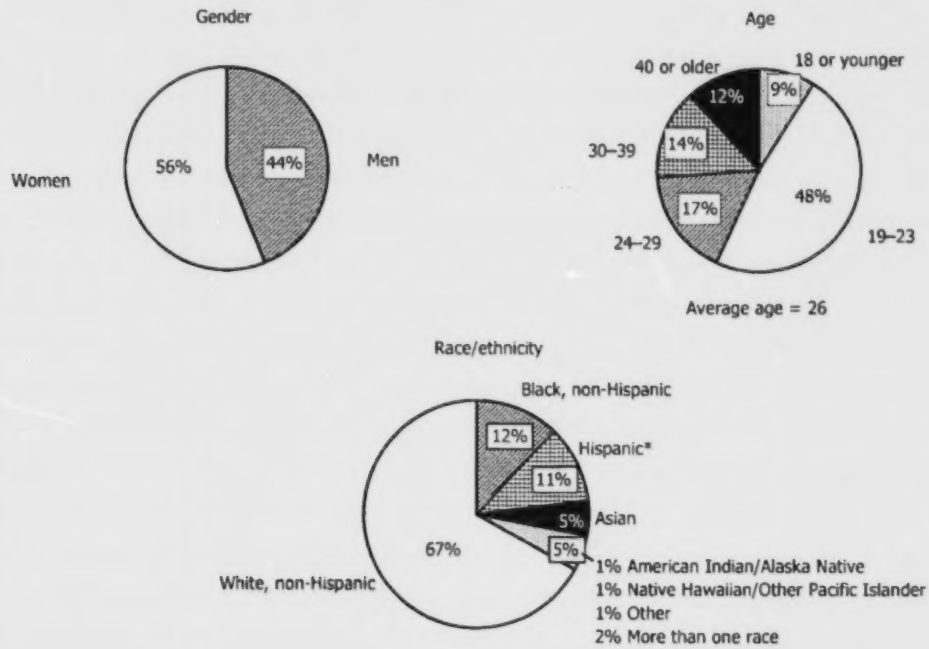
Among Hispanic undergraduates, Mexican, Mexican American, or Chicano students made up the largest group (55 percent versus 4 to 27 percent for other Hispanic groups). Among Asian undergraduates, Chinese students made up the largest group (25 percent versus 3 to 13 percent for other Asian groups).

While a majority of undergraduates were younger than 24, about one in four were 30 or older. The average age of undergraduates was 26 and the median age was 22.

About 7 percent of undergraduates were not U.S. citizens. Of these noncitizens, 5 percent were permanent residents, and 2 percent were foreign students. Undergraduates who were born in another country, immigrated to the United States, and became citizens comprised 4 percent of undergraduates (figure B). One in ten undergraduates were born in the United States but had at least one foreign-born parent. In addition, 13 percent of undergraduates spoke a language other than English in the home while growing up.

[1]Census categories for race and ethnicity were used in the NPSAS survey, which included the terms "Black or African American" and "Hispanic or Latino." By convention, the terms Black and Hispanic are used in the text. Unless otherwise noted, when discussing race, Black and White estimates do not include individuals of Hispanic ethnicity.

Figure A.—Percentage distributions of 1999–2000 undergraduates, by gender, age, and race/ethnicity



*Priority was given to Hispanic ethnicity regardless of race chosen.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Students who were parents made up 27 percent of undergraduates,[2] including 13 percent who were single parents.[3] While women were more likely to be single parents (16 percent), 9 percent of unmarried men also reported having dependents.

When asked to report on a series of disabling conditions or difficulties with basic physical activities, 9 percent of undergraduates reported having some such condition or difficulty.[4] However, when asked specifically, "Do you consider your-

[2]This is the percentage of financially independent undergraduates who reported having dependents other than a spouse. Therefore, it includes a small number of students having dependents other than children (3.7 percent), such as elderly parents or relatives whom they support.

[3]Identified as financially independent students who were not married (including divorced or separated students) and who reported having dependents other than a spouse.

[4]Includes students who reported having a "long-lasting" condition such as blindness, deafness, or a severe vision or hearing impairment; who reported having a condition that limits "one or more of the basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying"; *or* who reported having any other physical, mental, or emotional condition that lasted 6 or more months *and* difficulty doing one of the following five activities: getting to school, getting around campus, learning, dressing, or working at a job.

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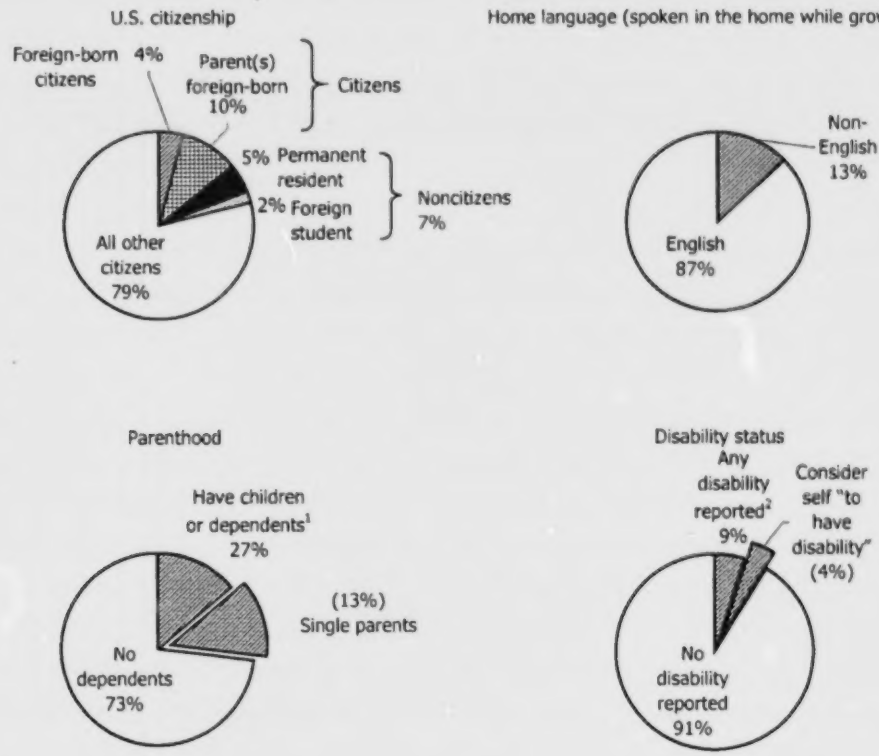
Figure B.—Percentage distributions of 1999–2000 undergraduates, by citizenship, home language, parenthood, and disability status



[1]Dependents do not include spouse.

[2]Includes students who reported having a "long-lasting" condition such as blindness, deafness, a severe vision or hearing impairment, a condition that limits "one or more of the basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying" or who responded they had any other physical, mental, or emotional condition that lasted six or more months and who had difficulty doing one of the following five activities: getting to school, getting around campus, learning, dressing, or working at a job. Does not include an additional 2 percent who responded "yes" to the questions about conditions lasting 6 or more months, but did not report a specific difficulty with one of the five listed activities.

NOTE: Percentages may not add to 100 due to rounding. Estimates include a small percentage of students in Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

self to have a disability?" the proportion who responded "yes" was considerably lower (4 percent).

Where Undergraduates Enroll and What They Study

In 1999–2000, where undergraduates were enrolled and how much time they spent in the classroom was related to their age and life

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circumstances (table A). Older undergraduates, who are more likely to have family and work responsibilities, were concentrated in public 2-year colleges (often called "community colleges") and they were very likely to attend on a part-time basis. Younger undergraduates were more likely to be enrolled in 4-year institutions and to attend full time. For example, 56 percent of undergraduates

Table A.—Percentage of 1999–2000 undergraduates attending selected types of institutions, and percentage distribution of undergraduates attending full time and part time

Student characteristics	Institution attended			Attendance status		
	4-year public and private not-for-profit	Public 2-year	Private for-profit	Exclusively full-time	Mixed full-time and part-time	Exclusively part-time
Total	45.4	42.1	4.9	49.3	16.3	34.5
Gender						
Male	46.4	42.1	4.5	50.1	15.9	34.0
Female	44.6	42.2	5.2	48.6	16.6	34.9
Race/ethnicity						
White, non-Hispanic	47.5	41.3	3.8	49.5	16.2	34.4
Black, non-Hispanic	39.3	44.4	7.8	49.6	15.1	35.3
Hispanic*	39.9	44.7	8.5	47.0	16.2	36.8
Asian	48.3	39.0	4.3	51.4	19.3	29.3
American Indian/Alaska Native	35.1	53.4	2.9	44.2	18.6	37.3
Native Hawaiian/ Other Pacific Islander	39.6	46.9	5.6	46.3	17.3	36.4
Other	42.1	40.4	4.5	53.7	17.8	28.5
Age						
18 or younger	52.0	38.0	3.5	72.0	11.1	16.9
19–23 years	55.4	32.3	3.8	63.0	18.1	18.9
24–29 years	38.9	45.8	8.1	38.0	18.0	44.1
30–39 years	30.6	56.1	6.3	26.9	15.8	57.3
40 years or older	26.3	63.4	4.1	18.3	11.4	70.4
Dependent family income in 1998						
Less than $20,000	49.3	36.1	6.1	68.4	14.5	17.1
$20,000–39,999	53.5	34.4	3.4	64.6	17.0	18.5
$40,000–59,999	56.6	33.6	2.3	65.6	17.1	17.3
$60,000–79,999	59.0	31.1	2.1	67.0	17.5	15.5
$80,000–99,999	63.5	25.8	1.7	66.7	18.8	14.5
$100,000 or more	67.3	23.2	1.0	70.5	15.5	14.0

*Priority was given to Hispanic ethnicity regardless of race chosen.

NOTE: Percentages in columns 1–3 do not add to 100 because students in other institution types and those attending more than one institution are not shown. Percentages in columns 4–6 do not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

in their thirties and 63 percent of those 40 or older attended community colleges, while 55 percent of those ages 19 to 23 were enrolled in 4-year institutions. Moreover, 57 percent of undergraduates in their thirties and 70 percent of those 40 or older attended exclusively part time, while 63 percent of those ages 19 to 23 attended exclusively full time.

While women attended postsecondary education in greater numbers than men, no overall differences by gender were detected in the level of institution attended or in part-time or full-time attendance status. For example, 45 percent of women and 46 percent of men attended 4-year institutions (public and private not-for-profit institutions combined).[5] Across all postsecondary institutions, 50 percent of men and 49 percent of women attended exclusively full time.

Some differences in patterns of enrollment at different types of institutions were found relative to racial/ethnic groups. For example, 39 percent of Black undergraduates attended 4-year institutions, compared with 48 percent of White students.[6] Black and Hispanic undergraduates were more likely than White undergraduates to attend private for-profit institutions, though the proportions were relatively small (8 percent of Black and 9 percent of Hispanic students, compared with 4 percent of White students).

Where undergraduates enrolled differed by income level. Among dependent undergraduates,[7] for example, the rate of attending 4-year institutions rose with each successive level of family income. The opposite pattern occurred for public 2-year institutions: as family income levels rose, the rate of dependent undergraduates who attended public 2-year institutions declined.

Degree Program

The patterns of participation in degree programs paralleled the level of institution undergraduates attended. In particular, those who attended either public 2-year institutions or private for-profit vocational institutions tended to be enrolled in either associate's degree or vocational certificate programs, while those enrolled in 4-year institutions were enrolled almost exclusively in baccalaureate programs.

About 44 percent of undergraduates were in baccalaureate programs, and 38 percent were in associate's degree programs (table B). In addition, 12 percent were working toward a vocational certificate, while 7 percent were not working toward any postsecondary credential.

Older students, who were more concentrated in community colleges, were more likely than their younger counterparts to be working toward an associate's degree. This was particularly true for students in their thirties, among whom 45 percent were in associate's degree programs, compared with 33 percent of students ages 19 to 23. Undergraduates in the oldest age group (40 or older) were more likely than undergraduates overall to be taking courses that were not leading to any degree or certificate (16 percent versus 7 percent).

The relatively short time frame of vocational certificate programs may attract students with limited time. This may have been the case for undergraduates with children (including single parents), 20 percent of whom were enrolled in vocational

[5]Men were slightly more likely than women to attend public 4-year institutions, however (33 versus 31 percent).

[6]While it may also appear that Hispanic undergraduates are less likely than White undergraduates to attend 4-year institutions (40 percent versus 48 percent), there was not enough statistical evidence to draw this conclusion.

[7]Dependent undergraduates are those who are under 24 years old and who are financially dependent on their parents.

Table B.—Percentage distribution of 1999–2000 undergraduates, by undergraduate degree program

Student characteristics	Certificate	Associate's degree	Bachelor's degree	No undergraduate degree
Total	12.1	37.5	43.8	6.6
Gender				
Male	12.3	36.4	44.5	6.7
Female	12.0	38.4	43.2	6.5
Race/ethnicity				
White, non-Hispanic	10.4	36.7	46.2	6.7
Black, non-Hispanic	18.2	39.8	37.2	4.8
Hispanic*	16.5	41.0	36.3	6.3
Asian	9.6	32.1	49.2	9.1
American Indian/Alaska Native	12.8	48.6	28.5	10.2
Native Hawaiian/Other Pacific Islander	14.6	39.8	38.0	7.6
Other	11.8	38.3	44.2	5.6
Age				
18 or younger	7.8	36.8	49.5	5.9
19–23 years	7.2	33.2	55.7	3.9
24–29 years	14.4	42.1	36.6	6.9
30–39 years	20.1	44.9	26.9	8.1
40 years or older	22.9	40.2	21.4	15.5
Dependents other than spouse				
None	9.2	34.7	50.1	6.0
One or more	20.1	45.3	26.5	8.1
Single parent				
No	10.9	36.2	46.4	6.5
Yes	20.1	46.0	26.7	7.2

*Priority was given to Hispanic ethnicity regardless of race chosen.

NOTE: Percentages may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

certificate programs, compared with 12 percent of undergraduates overall.

Field of Study

Among undergraduates with a declared major (90 percent had declared a major), the largest proportions majored either in business-related fields (19 percent) or arts and humanities (18 percent). Eight to 10 percent majored in each of the following: social and behavioral sciences, computer science, education, health, and other technical or professional fields. No more than 6 percent majored in any other field.

Historically, women have outnumbered men in education and health, while men have outnumbered women in computer science and engineering. The same patterns were found among 1999–2000 undergraduates: 2 percent of women versus

11 percent of men majored in engineering, and 6 percent of women versus 13 percent of men majored in computer and information sciences. In contrast, 11 percent of women versus 4 percent of men majored in education, and 15 percent of women versus 4 percent of men majored in health. In the likelihood of majoring in business, however, no differences were detected between men and women or among racial/ethnic groups.

Age was also related to field of study. Undergraduates who were 30 or older were more likely than those 23 or younger to major in computer science fields and less likely to major in social and behavioral sciences.

Undergraduate Diversity and The Risk of Leaving Postsecondary Education

The 1999–2000 undergraduates were examined with respect to seven risk factors previously found to be negatively associated with persistence and degree attainment (Horn and Premo 1995). The risk factors include: delaying enrollment by a year or more, attending part time, being financially independent (for purposes of determining eligibility for financial aid), having children, being a single parent, working full time while enrolled, and being a high school dropout or a GED recipient. These risk factors involve enrollment patterns, family and financial status, and high school graduation status. From this perspective, the risk factors are highly related to characteristics of a diverse undergraduate population as described in this study, and some (such as parenthood) are one and the same.

In 1999–2000, three-quarters of all undergraduates reported at least one risk factor (table C). Overall, the average number of risk factors reported by all undergraduates was 2.2. More risk factors were reported by Black students (2.7), American Indian/Alaska Native students (2.8), and Hispanic students (2.4). The same was found for students with disabilities, who averaged 2.6 risk factors.

Based on their risk profile, parents are at greater risk than other undergraduates (i.e., they are financially independent, have children, and may be single parents). Undergraduates with children or other dependents averaged 4.3 risk factors, and single parents averaged 4.7 risk factors.

Because female undergraduates were more likely than male undergraduates to be parents, they averaged more risk factors (2.3 versus 2.1). However, because men were more likely to work full time, no differences were detected between men and women in their overall likelihood of having at least one risk factor (75 percent).

According to a study of persistence in postsecondary education (Berkner, Cuccaro-Alamin, and McCormick 1996), 64 percent of beginning students with one risk factor persisted in their postsecondary program or completed a degree or vocational certificate within 5 years, compared with 43 percent of those with three or more risk factors. Thus, among 1999–2000 undergraduate students with three or more risk factors, at least half might be expected to leave postsecondary education without completing a degree or certificate.[8]

[8]The time frame of the persistence survey was 5 years, so it is possible that some students could return after 5 years.

Table C.—Percentage of 1999–2000 undergraduates with various risk factors, and the average number of risk factors

Student characteristics	Any risk factors	Delayed enrollment	Part-time attendance	Financially independent	Have dependents or children	Single parent	No high school diploma	Work full time while enrolled	Average number of risk factors
Total	75.0	45.5	49.1	50.9	26.9	13.3	7.8	37.8	2.2
Gender									
Male	74.8	46.4	48.3	47.5	21.5	9.1	7.5	40.7	2.1
Female	75.2	44.8	49.8	53.5	31.0	16.5	8.1	35.7	2.3
Race/ethnicity									
White, non-Hispanic	72.7	42.8	48.7	48.3	23.7	10.0	6.1	37.2	2.0
Black, non-Hispanic	81.5	53.1	49.3	62.4	42.8	28.9	9.7	42.8	2.7
Hispanic*	81.4	50.9	52.2	54.3	32.4	17.3	12.3	41.4	2.4
Asian	73.5	49.7	45.6	47.7	18.5	9.7	14.1	24.9	1.9
American Indian/Alaska Native	83.9	57.9	56.6	65.9	37.5	21.1	13.2	46.7	2.8
Native Hawaiian/Other Pacific Islander	79.1	53.4	53.4	48.2	20.1	9.6	11.4	30.7	2.1
Other	71.5	35.2	45.6	43.5	18.4	8.0	8.0	34.4	1.9
Age									
18 or younger	40.8	9.6	26.3	6.9	5.6	5.2	5.3	16.1	0.7
19–23 years	59.4	31.2	34.0	15.6	11.1	8.8	4.4	24.2	1.2
24–29 years	100.0	62.5	61.6	100.0	35.4	19.4	10.1	52.1	3.2
30–39 years	100.0	72.9	73.1	100.0	61.0	23.0	14.4	60.8	3.8
40 years or older	100.0	74.7	82.0	100.0	55.0	17.4	12.9	62.7	3.8
Respondent has dependents									
None	65.9	37.5	42.8	32.8	0.0	0.0	5.8	30.5	1.4
One or more	100.0	67.6	66.3	100.0	100.0	49.4	13.4	57.0	4.3
Single parent									
No	71.2	42.1	47.6	43.4	15.7	0.0	6.6	35.7	1.8
Yes	100.0	68.0	59.2	100.0	100.0	100.0	15.9	54.2	4.7
Disability or difficulty status									
No disability reported	71.5	35.6	47.1	47.8	26.7	11.3	6.4	39.7	2.1
Some disability reported	82.9	47.1	51.7	63.3	34.8	16.6	12.1	33.8	2.6

*Priority was given to Hispanic ethnicity regardless of race chosen.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

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Conclusions

This profile of 1999–2000 undergraduates suggests that the postsecondary education system in the United States offers opportunities to a diverse group of individuals. Indeed, the admissions policies of most community colleges and some 4-year colleges—combined with federal, state, and institutional financial aid—have provided access to postsecondary education for individuals of widely varying backgrounds and resources. Despite such enrollment opportunities, however, gaining access to postsecondary education does not necessarily lead to obtaining a degree or certificate. In fact, as the diversity of the undergraduate population broadens, it is possible that the rate of leaving postsecondary education without a degree will increase. Accommodating an undergraduate population that carries a substantial risk of attrition will be a continuing challenge to postsecondary education institutions.

Foreword

This report profiles undergraduates who were enrolled in U.S. postsecondary institutions in the academic year 1999–2000. It is based on data from the 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000), the fifth in a series of surveys conducted by the U.S. Department of Education. Each NPSAS survey is a comprehensive nationwide study to determine how students and their families pay for postsecondary education.

The report begins with an overview that describes the demographic diversity of the undergraduate population. In particular, it documents gender, age, race/ethnicity, parenthood, and the disability status of undergraduates. The overview is followed by a compendium of tables that describes in detail all undergraduates with respect to enrollment, student characteristics, financial aid receipt, participation in community service, and remedial coursetaking.

The estimates presented in the report were produced using the NCES Data Analysis System (DAS), a microcomputer application that allows users to specify and generate tables for the NPSAS:2000 undergraduate survey. The DAS produces the design-adjusted standard errors necessary for testing the statistical significance of differences in the estimates. For more information on the DAS, readers should consult appendix B of this report.

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Introduction

To some extent, the undergraduate student population mirrors the changing profile of the U.S. population, especially with respect to participation by certain racial/ethnic groups and by older students. Between 1976 and 1995, undergraduate minority enrollments increased from 17 to 26 percent of all undergraduate students enrolled in the fall term (U.S. Department of Education 2000, p. 13). The increase in minority enrollment was largely due to the growth of the Asian/Pacific Islander and Hispanic student populations; both groups increased about 4 percentage points over the two decades. In addition, the immigrant population may also be contributing to campus and minority population growth. In 1980, about 6 percent of U.S. residents were foreign born; in 1990, the same was true for 8 percent, and by 2000, one-in-ten U.S. residents were born in another country (Gibson and Lennon 1999, table 1; Lollock 2001).

The growth of the nation's adult population along with society's "increasing focus on economic development, international competition, and the need for skilled and knowledgeable workers," has contributed to the growth of older students entering or returning to college (Donaldson and Ross-Gordon 1992, p. 23). According to Justiz (1994), "[w]hile we have long been known as a 'youthful' nation, the data demonstrate that we are getting older" (p. 3).[1] All these demographic shifts in the population have contributed to greater cultural, racial, and ethnic diversity among undergraduates.

The undergraduate population has also become increasingly female. In 1980, women's enrollment exceeded that of men and has grown at a faster rate than their male counterparts since then (U.S. Department of Education 2001b). By 1996, women made up 57 percent of the undergraduate population (Horn and Berktold 1999), and enrollment projections through 2010 indicate that women's enrollment "will reach new highs" (U.S. Department of Education 2001a, p. 10). While the data show a remarkable gain in women's college attendance rates, King (2000) points out that the overall gender gap statistics "mask tremendous differences by academic level, age, race/ethnicity, and income" (p. 7). In particular, women are more likely to be in the oldest age groups, to be Black, and to be in the lowest income groups. For example, in 1996, among undergraduates in their thirties, women constituted 62 percent of the total undergraduate population,

[1]While the number of older students had been growing at a faster rate than younger students throughout the 1980s and early 1990s, the pattern has changed: between 1990 and 2000, the rate of growth for undergraduates under the age of 25 was about 8 percent, while the rate of growth for those 25 or older was about 7 percent (U.S. Department of Education 2001b, table 175).

and among those age 40 or older, they made up 65 percent (Horn and Berktold 1999). Furthermore, King (2000) found that the gender disparity was greater for low-income students than for their middle- and high-income counterparts and that "as income increases, the gender gap disappears or reverses itself to favor males" (pp. 9–10).

In addition to demographic changes, the passage of the Amendments to the Individuals with Disabilities Act (IDEA) in 1997 and the Americans with Disabilities Act (ADA) in 1990 have catalyzed an increase in postsecondary enrollment among students with disabilities (Horn and Berktold 1999). In 1995–96, about 6 percent of undergraduates replied yes to the question "do you have any disabilities such as hearing, speech mobility impairment, a learning disability, or visual problems that can't be corrected with glasses?" (Horn and Berktold 1999, p. iii). These students were more likely than their peers without disabilities to be older and more likely to be financially independent and to have dependents of their own. Moreover, students with disabilities were less likely to be academically qualified for admission to a 4-year institution and more likely to have lower college GPAs. Consequently, students with disabilities had higher attrition rates. The positive findings of this study, however, indicated that students with disabilities who earned a bachelor's degree had similar full-time starting salaries and were just as likely as their peers without disabilities to report that their current job was related to their bachelor's degree.

Most educators believe that, "a diverse student body enhances the environment for learning, enriches intellectual dialogue, and helps students develop the mutual respect vital to the effective functioning of our civic life" (Carnevale and Fry 2000, p. 45). While a diverse environment may help broaden students' perspectives, nontraditional students may feel alienated in an environment that has been long geared to predominately White, middle-class and recent high school graduates (Hurtado et al. 1999). Although the data indicate gains in access, retention of minority students in postsecondary education has not followed suit. With the exception of Asian undergraduates, minority groups consistently lag behind their White counterparts in their educational attainment (U.S. Department of Education 2000, table 265; Sanchez 2000, p. 35). At the same time, research has shown that when students receive rigorous academic preparation in high school, the gaps in outcomes between disadvantaged students and their more advantaged counterparts tend to close (Horn and Kojaku 2001; Warburton, Bugarin, and Nuñez 2001).

Purpose and Organization of Report

After relatively slow enrollment growth between 1993 and 1998 (U.S. Department of Education 2001b, table 188), the undergraduate population is projected to grow sharply in the next decade, especially at 4-year institutions and among full-time students (U.S. Department of Edu-

cation 2001a, p. 10). What does the undergraduate population look like at the turn of the century? This report addresses the question.

This report is designed to provide a detailed statistical overview of the approximately 16.5 million undergraduates enrolled in all U.S. postsecondary institutions between July 1, 1999 and June 30, 2000. Postsecondary education encompasses educational programs from those at 4-year colleges and universities, which extend through doctoral and first-professional programs, to for-profit vocational institutions offering occupational training of less than 1 year. The public 2-year sector enrolls nearly half of all undergraduates;[2] this sector offers programs that range from vocational training of 1 year or less to the first 2 years of coursework leading toward a bachelor's degree.

This report begins with an overview focusing on the diversity of the 1999–2000 undergraduate population. It discusses several student characteristics including gender, race/ethnicity, age, citizenship, immigration status, parenthood, and disability status. These groups are examined with respect to socioeconomic indicators including income and the highest level of education completed by students' parents, as well as their enrollment patterns in postsecondary education.

The overview is followed by a detailed compendium of tables and bulleted findings divided into several sections as follows:

- Enrollment and attendance;
- Degree program, field of study, and GPA;
- Student characteristics;
- Financial aid and credit card debt;
- Work, community service, and voting; and
- Students with disabilities and remedial education.

Data

The estimates and statistics reported in the tables and figures are based on data from the 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000), a survey that represents all students enrolled in U.S. postsecondary institutions. Its primary purpose is to provide detailed information on how students and their families pay for postsecondary education. The survey also contains comprehensive data on enrollment, attendance, and student demographic characteristics.

[2]See compendium table 1.1.

The NPSAS:2000 data set contains several sources of data: institutional data, financial aid records, national loan files, and student interviews. Variables presented throughout the report are defined in the glossary (appendix A). The report is based on institutional records of approximately 50,000 undergraduates from approximately 1,000 institutions and on telephone interviews with about 35,000 undergraduates. For more information about the data sources used here, consult the methodology report for the NPSAS:2000 survey (NCES 2002–152).

Demographic Profile of 1999–2000 Undergraduates

As previously discussed in the introduction, the U.S. undergraduate population has become increasingly female, older, and more diverse in terms of minority student representation. New citizens and students with disabilities have also broadened the diversity of the undergraduate population. The following sections offer a detailed account of the diversity of the 1999–2000 undergraduate population.

Gender

While women made up a majority of undergraduates in 1999–2000 (56 percent) (figure 1), their representation differed to some extent across racial/ethnic and age groups (table 1). Compared with their male peers, women were more likely to be Black (14 versus 10 percent) and were somewhat older on average (27 versus 26). Women were more likely than men to be in the older age groups (30–39 and 40 or older), but they were less likely to be between the ages of 19 and 23 (46 versus 50 percent). In other words, men were more likely to be of traditional college age (19–23), while women were more likely to be 30 or older, meaning they were starting college later in life or returning after an extended break.

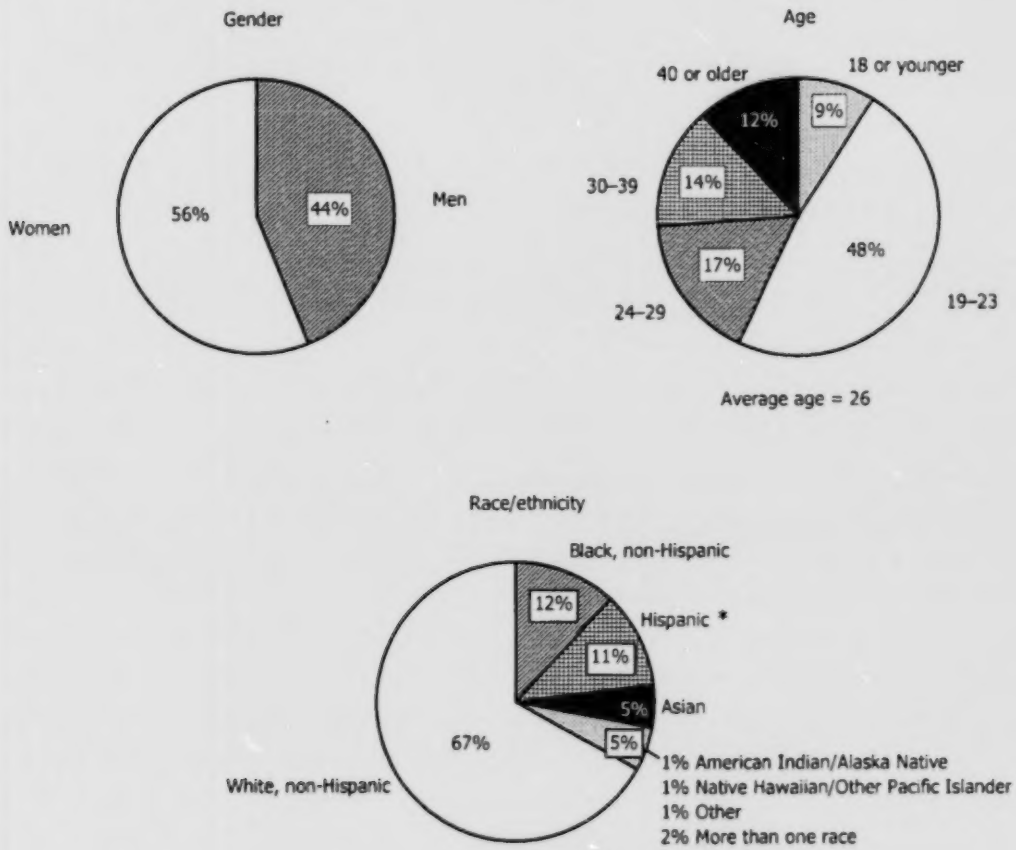
Female undergraduates were somewhat more disadvantaged than their male peers in terms of income and the highest level of education attained by either parent. Specifically, women were more likely to be in the lowest income quartile (25 versus 24 percent) and less likely to be in the highest quartile (25 versus 26 percent). In addition, women were less likely to have a parent who had attained a bachelor's degree or higher (37 versus 44 percent).

Race/Ethnicity, New Citizens, and Home Language

White students constituted the majority of undergraduates (67 percent), but about one-third of undergraduates were from other racial/ethnic groups (table 2). About one-quarter of undergraduates were either Hispanic (11 percent) or Black (12 percent).[3] About 5 percent of undergraduates reported being Asian.

[3]The percent of Hispanic students (11 percent) is rounded down from the table (11.5 percent) because the actual percentage is 11.49.

Figure 1.—Percentage distributions of 1999–2000 undergraduates, by gender, age, and race/ethnicity



*Priority was given to Hispanic ethnicity regardless of race chosen.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

In 1999–2000, NPSAS students who reported being Native Hawaiian or Other Pacific Islander were distinguished from those who identified themselves as Asian. About 1 percent of undergraduates reported being Native Hawaiian or Other Pacific Islander. Likewise, about 1 percent of undergraduates identified themselves as American Indian/Alaska Native. The 1999–2000 ad-

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Table 1.—Percentage of males and females among 1999–2000 undergraduates, their average age, and percentage distributions (by columns) of demographic characteristics, by gender

Student characteristics	Males	Females
Percent of all	43.7	56.3
Average age	26	27
Column total	100.0	100.0
Age		
18 or younger	8.9	9.9
19–23 years	50.0	45.9
24–29 years	18.1	16.1
30–39 years	12.7	14.8
40 years or older	10.3	13.2
Race/ethnicity		
White, non-Hispanic	67.5	65.8
Black, non-Hispanic	10.2	13.7
Hispanic*	11.6	11.4
Asian	5.8	4.8
American Indian/Alaska Native	0.8	1.0
Native Hawaiian/Other Pacific Islander	0.8	0.7
Other	1.4	1.0
More than one race	1.8	1.6
Income quartiles		
Low quartile	23.8	25.2
Middle quartiles	49.9	50.3
High quartile	26.3	24.5
Parents' highest education level		
High school or less	34.6	39.0
Some postsecondary education	21.2	24.1
Bachelor's degree or equivalent	44.2	37.0

*Priority was given to Hispanic ethnicity regardless of race chosen.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

ministration of NPSAS was the first time in the history of the survey that students could report being more than one race. For historical purposes, students who reported more than one race were also asked which race they would report if they could only choose one. Among all those who identified themselves as American Indian/Alaska Native, about one-fifth (19 percent)

Table 2.—Percentage distribution of 1999–2000 undergraduates' race/ethnicity, their average age, and percentage distributions (by columns) of demographic characteristics for each racial/ethnic group

Student characteristics	White, non-Hispanic	Black, non-Hispanic	Hispanic* or Latino	Asian	American Indian/ Alaska Native	Native Hawaiian/ Other Pacific Islander	Other	More than one race
Percent of all	66.6	12.2	11.5	5.2	0.9	0.8	1.1	1.7
Average age	26	27	26	25	28	26	25	26
Column total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Age								
18 or younger	9.7	7.9	9.8	9.3	7.9	8.5	10.7	11.8
19–23 years	49.1	41.5	46.1	48.8	37.3	48.1	51.8	50.0
24–29 years	15.3	19.9	20.7	22.3	24.6	19.8	15.5	15.7
30–39 years	13.3	17.9	13.9	11.0	15.5	18.3	15.0	13.3
40 years or older	12.5	12.9	9.5	8.6	14.7	5.4	7.0	9.1
Gender								
Male	44.4	36.7	44.2	48.7	39.3	46.4	52.1	46.7
Female	55.6	63.3	55.8	51.3	60.7	53.6	47.9	53.3
Income quartiles								
Low quartile	19.3	37.7	35.9	32.9	25.0	31.3	29.2	30.7
Middle quartiles	51.4	47.7	47.3	46.1	54.8	45.6	47.9	50.0
High quartile	29.3	14.7	16.8	21.0	20.2	23.1	23.0	19.3
Parents' highest education level								
High school or less	32.7	46.6	57.0	32.9	37.8	32.7	35.5	32.2
Some postsecondary education	23.5	25.6	18.9	15.0	28.3	15.8	17.1	28.7
Bachelor's degree or equivalent	43.9	27.9	24.2	52.2	33.9	51.5	47.4	39.1

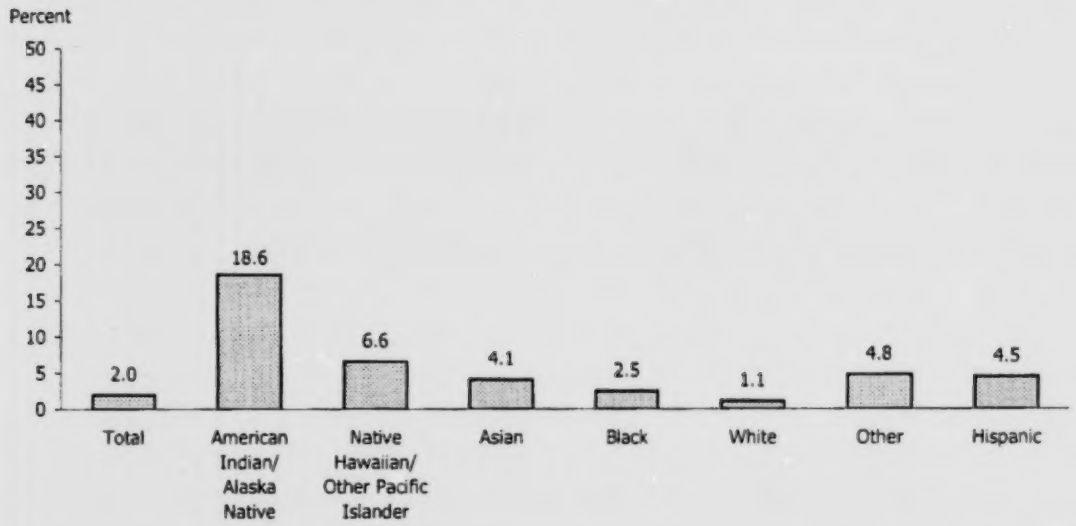
*Priority was given to Hispanic ethnicity regardless of race chosen.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

reported being more than one race when given the opportunity to do so (figure 2). About 7 percent of Native Hawaiian/Other Pacific Islander undergraduates chose more than one race, as did 4 percent of Asians, 3 percent of Black students, and 1 percent of Whites. Among students who were of Hispanic ethnicity, 5 percent reported being more than one race.

Figure 2.—Percentage of 1999–2000 undergraduates who chose more than one race, by the race/ethnicity reported when asked to choose one race



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

The average age of both Black and American Indian/Alaska Native undergraduates was higher than the average age of all undergraduates (table 2).[4] Black undergraduates were also more likely than all undergraduates to be women (63 percent versus 56 percent). With respect to income, Black, Hispanic, and Asian undergraduates were more likely than White undergraduates to be in the lowest income quartile (38, 36, and 33 percent, respectively, versus 19 percent for White students). Similarly, Black, Hispanic, and Asian undergraduates were also less likely than White students to be in the highest income quartile (15, 17, and 21 percent, respectively, versus 29 percent).

There were also differences among racial/ethnic groups with respect to the highest level of education attained by undergraduates' parents.[5] A majority (57 percent) of Hispanic undergraduates had parents who had completed no more than a high school education, which was also the

[4]See figure 1 for percent of all undergraduates.

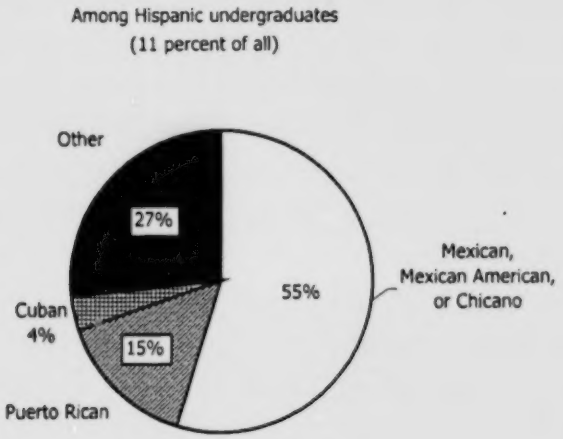
[5]Refers to the highest level of education completed by either parent (see appendix B for detailed definition).

case for nearly half (47 percent) of Black undergraduates. In contrast, about one-third of either White or Asian students' parents had completed no more than a high school education. Correspondingly, 52 percent of Asian students and 44 percent of White students had parents who had attained a bachelor's degree or higher, compared with 28 percent and 24 percent of Black and Hispanic undergraduates, respectively.

Hispanic and Asian Ethnic Groups

Asian and Hispanic undergraduates also reported their particular ethnic group. Among the 12 percent of undergraduates who reported being Hispanic, the largest proportion (55 percent) reported being Mexican, Mexican American, or Chicano (figure 3). About 15 percent reported being Puerto Rican, and 4 percent identified themselves as Cuban. Roughly one-quarter (27 percent) reported having some other Hispanic ethnic identity.

Figure 3.—Percentage distribution of Hispanic ethnic groups among 1999–2000 Hispanic undergraduates



NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

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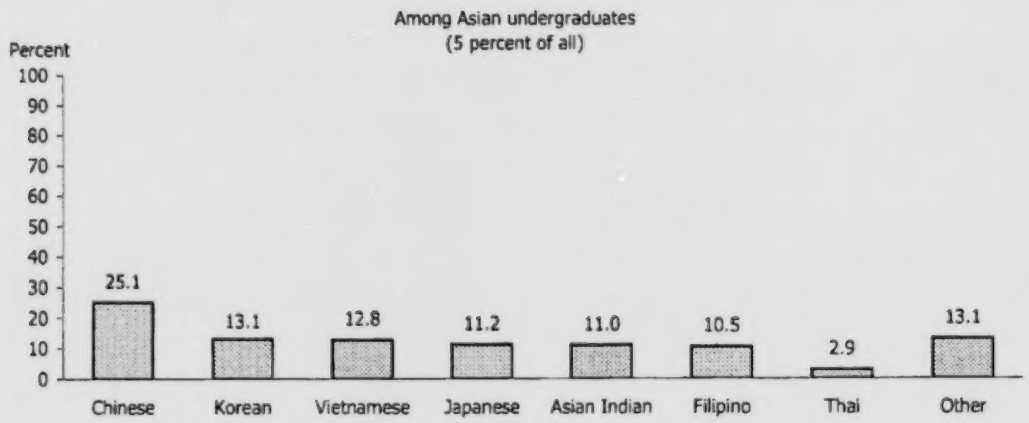
Among the 5 percent of undergraduates who reported being Asian, the largest proportion was Chinese, representing one-quarter of all Asians (figure 4). No differences were found in the proportions of Asians who were Korean (13 percent), Vietnamese (13 percent), Japanese (11 percent), Asian Indian (11 percent), and Filipino (11 percent).

Figure 4.—Percentage distribution of Asian ethnic groups among 1999–2000 Asian undergraduates



NOTE: Percentages may not add to 100 due to rounding.

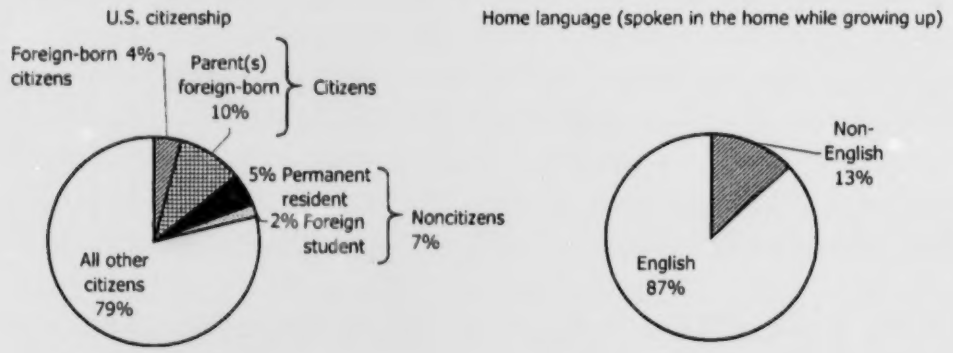
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

New Citizens and Home Language

As shown in figure 5, about 4 percent of undergraduates in 1999–2000 were U.S. citizens who were born in another country. One-in-ten undergraduates were born in the United States but one or both parents were born in a foreign country. Five percent of undergraduates were permanent residents, and 2 percent were foreign students.[6]

[6]Asian undergraduates were less likely than all other racial/ethnic groups to be U.S. citizens; one-quarter of Asian students were permanent residents and 14 percent were foreign students (see compendium table 3.10).

Figure 5.—Percentage distributions of 1999–2000 undergraduates, by citizenship and language spoken in the home



NOTE: Percentages may not add to 100 due to rounding. Estimates include a small percentage of students in Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Approximately 13 percent of undergraduates spoke a language other than English at home while growing up. Among those undergraduates, the largest proportion spoke Spanish (43 percent) (figure 6). About 8 percent spoke a Chinese language, and 4 percent spoke Vietnamese. Between 1 and 3 percent spoke other specific languages including Japanese, Korean, Arabic, Hindi/Malay/Tamil, French, German, Russian, and Portuguese. About one-quarter of those whose home language was not English spoke some other language.

Age

More than half of undergraduates were what most consider "traditional" college age: 23 or younger (table 3). About one-quarter were 30 or older, including 14 percent who were 30–39 and 12 percent who were 40 or older. The remaining students (17 percent) were in their mid- to late twenties. The average age of all undergraduates was 26 and the median age was 22.[7]

Beginning at age 19, with each successive age group, the gender gap widened in favor of women. For example, 54 percent of undergraduates between the ages of 19 and 29 were women, compared with 60 percent of undergraduates in their thirties and 62 percent who were 40 and older.

[7]See compendium table 3.3 for average and median age.

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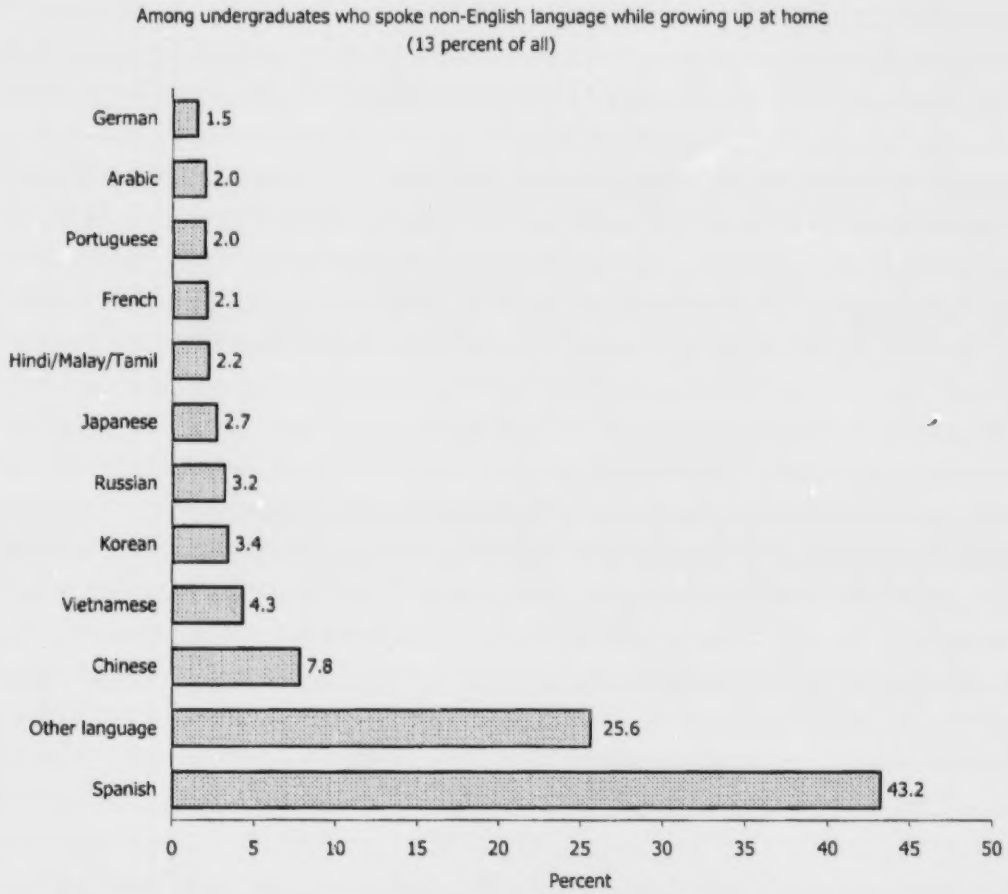
Figure 6.—Percentage distribution of 1999–2000 undergraduates whose primary home language was not English, by home language



NOTE: Percentages may not add to 100 due to rounding. Estimates include a small percentage of students in Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Undergraduates in their mid- to late twenties were less likely than all undergraduates to be White (60 versus 67 percent).[8] Though it appears as though students in their thirties were more likely than all undergraduates to be Black (16 versus 12 percent), there was not enough statistical evidence to draw this conclusion. No differences were detected between the traditional age

[8]See table 2 for percent of all undergraduates.

Table 3.—Percentage distribution of 1999–2000 undergraduates' age and percentage distributions (by columns) of demographic characteristics for each age group

Student characteristics	18 or younger	19–23 years	24–29 years	30–39 years	40 years or older
Percent of all	9.5	47.7	17.0	13.9	11.9
Column total	100.0	100.0	100.0	100.0	100.0
Gender					
Male	41.0	45.8	46.5	40.0	37.7
Female	59.0	54.2	53.5	60.0	62.3
Race/ethnicity					
White, non-Hispanic	68.0	68.5	60.0	63.8	70.4
Black, non-Hispanic	10.2	10.6	14.3	15.7	13.2
Hispanic*	11.9	11.1	14.0	11.5	9.2
Asian	5.1	5.3	6.9	4.1	3.8
American Indian/Alaska Native	0.8	0.7	1.3	1.0	1.1
Native Hawaiian/Other Pacific Islander	0.7	0.8	0.9	1.0	0.3
Other	1.3	1.2	1.0	1.2	0.7
More than one race	2.1	1.8	1.6	1.6	1.3
Income quartiles					
Low quartile	27.8	28.2	29.9	15.0	11.4
Middle quartiles	48.6	49.4	56.7	51.4	43.3
High quartile	23.6	22.4	13.4	33.6	45.3
Parents' highest education level					
High school or less	27.8	27.7	39.7	52.7	62.0
Some postsecondary education	23.9	24.3	24.4	20.0	16.9
Bachelor's degree or equivalent	48.3	48.1	35.9	27.3	21.1

*Priority was given to Hispanic ethnicity regardless of race chosen.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

groups (18 or younger and 19–23) and the oldest age group (40 or older) with respect to race/ethnicity.

Age was associated with undergraduates' income and parents' highest level of education. Due partly to their experience in the work force, undergraduates 30 or older were less likely to be in the lowest income quartile than other undergraduates (15 percent of 30- to 39-year-olds and 11 percent of students 40 years or older) and more likely to be in the highest quartile (34 and 45 per-

cent). The opposite was found, however, for undergraduates in their mid- to late twenties, who were more likely than others to be in the lowest income quartile (30 percent) and less likely to be in the highest (13 percent).

Even though older undergraduates (those 30 or older) tended to be better off financially than their younger peers, they were more likely to have parents who had completed no more than a high school education: 53 and 62 percent, respectively, of undergraduates in their thirties and those 40 or older, compared with 28 percent of undergraduates age 19–23 or 18 or younger. Correspondingly, the opposite pattern was found for undergraduates' likelihood of having parents who had graduated from college: with each successive age group, the proportion of students with parents who had attained a bachelor's degree or higher declined.

Parenthood

Consistent with the age profile of undergraduates (i.e., one-quarter were 30 or older), roughly one-quarter (27 percent) of undergraduates had children or other dependents (table 4).[9] While undergraduates with children were much more likely to be women, about one-third (35 percent) were men, as were 30 percent of single parents.

Due in part to being older and having more experience in the labor force, all undergraduates who were parents were less likely than their peers without children to be in the lowest income quartile (22 versus 26 percent). However, the same was not found for single parents alone, among whom a substantial proportion had incomes that fell in the lowest income quartile (38 percent) compared with their peers who were not single parents (23 percent).

With respect to parents' education levels, undergraduates with children were less likely than their childless peers to come from families in which their own parents had attained a bachelor's degree or higher and more likely to have parents who completed no more than a high school education. For example, a majority of undergraduates with dependents had parents who completed no more than a high school education (54 percent), while roughly one-third of their childless counterparts had parents who attained no higher than a high school education.

Parenthood also varied by undergraduates' race/ethnicity. For example, about 20 percent of undergraduates with children were Black, compared with 10 percent of their counterparts with no dependents. These differences were particularly apparent for single parents: 27 percent of

[9]Includes a small percentage of students who may have been caring for parents or other relatives (3.7 percent). All undergraduates with dependents are referred to as "parents."

Table 4.—Percentage distribution of 1999–2000 undergraduates' parenthood status, their average age, and percentage distributions (by columns) of demographic characteristics for parents and nonparents

Student characteristics	Dependents other than spouse	No dependents	Single parent	Not a single parent
Percent of all	26.9	73.1	13.3	86.7
Average age	33	24	29	26
Column total	100.0	100.0	100.0	100.0
Age				
18 or younger	2.0	12.2	3.7	10.4
19–23 years	19.7	58.0	31.8	50.2
24–29 years	22.4	15.0	24.8	15.8
30–39 years	31.6	7.4	24.1	12.4
40 years or older	24.4	7.3	15.6	11.4
Gender				
Male	35.0	46.9	30.1	45.8
Female	65.0	53.1	69.9	54.2
Race/ethnicity				
White, non-Hispanic	58.6	69.5	49.8	69.1
Black, non-Hispanic	19.5	9.5	26.8	10.0
Hispanic*	13.9	10.6	15.0	11.0
Asian	3.6	5.8	3.7	5.5
American Indian/Alaska Native	1.3	0.8	1.4	0.9
Native Hawaiian/Other Pacific Islander	0.6	0.8	0.5	0.8
Other	0.8	1.2	0.7	1.2
More than one race	1.7	1.7	2.0	1.7
Income quartiles				
Low quartile	22.0	25.6	38.2	22.5
Middle quartiles	49.8	50.2	53.2	49.7
High quartile	28.2	24.2	8.7	27.8
Parents' highest education level				
High school or less	54.1	30.8	52.5	35.1
Some postsecondary education	21.7	23.2	24.0	22.7
Bachelor's degree or equivalent	24.2	46.0	23.4	42.3

*Priority was given to Hispanic ethnicity regardless of race chosen.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

single parents were Black, compared with 10 percent of their counterparts who were not single parents.

Students With Disabilities

To identify students with disabilities, NPSAS participants were first asked three questions to determine (1) whether they had "long-lasting conditions" such as blindness, deafness, a severe vision or hearing impairment; (2) whether they had "a condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying"; and (3) whether they had "any other physical, mental, or emotional condition that has lasted six months or more." Students who answered "yes" to questions 1 or 2 (i.e., vision, hearing, or mobility impairment) and students who answered "yes" to question 3 *and* also reported having difficulty doing any one of five activities—getting to school, getting around on campus, learning, dressing, or working at a job—were considered to have a disability. About 9 percent of undergraduates were identified as having a disability using these criteria (table 5).[10] However, when students were subsequently asked, "Do you consider yourself to have a disability?" a considerably smaller proportion (4 percent), reported "yes."

As shown in figure 7, among the 9 percent of students who were identified as having a disability, they most often reported their main "limiting condition" as an orthopedic or mobility impairment (29 percent). In addition, 17 percent reported their main limiting condition as mental illness or depression and 15 percent reported health problems. Between 5 and 7 percent reported one of the following disabilities: vision, hearing, a specific learning disability or dyslexia, or attention deficit disorder. Fifteen percent of undergraduates with a disability reported having some other limiting condition.

Students with any reported disability differed in several respects from their counterparts with no reported disabilities (table 5). Students with disabilities tended to be older (on average, age 31 versus 26), were more likely to be in the lowest income quartile (30 versus 23 percent), and were less likely to have parents who had attained a bachelor's degree or higher. In addition, students with disabilities were more likely to have family responsibilities (i.e., they were more likely than their counterparts without disabilities to have children and to be single parents).[11]

[10]An additional 2 percent answered "yes" to question 3, but reported no difficulties. Note that the disability questions changed between the NPSAS:96 and NPSAS:2000 surveys. Although the proportion of undergraduates identified as having some kind of disability was different between the two surveys (6 percent and 9 percent, respectively), the change may reflect the change in wording rather than an increase in the percentage of students with disabilities.

[11]See compendium table 3.7.

Table 5.—Percentage of 1999–2000 undergraduates who reported a disability or not, their average age, and percentage distributions (by columns) of demographic characteristics, according to disability status

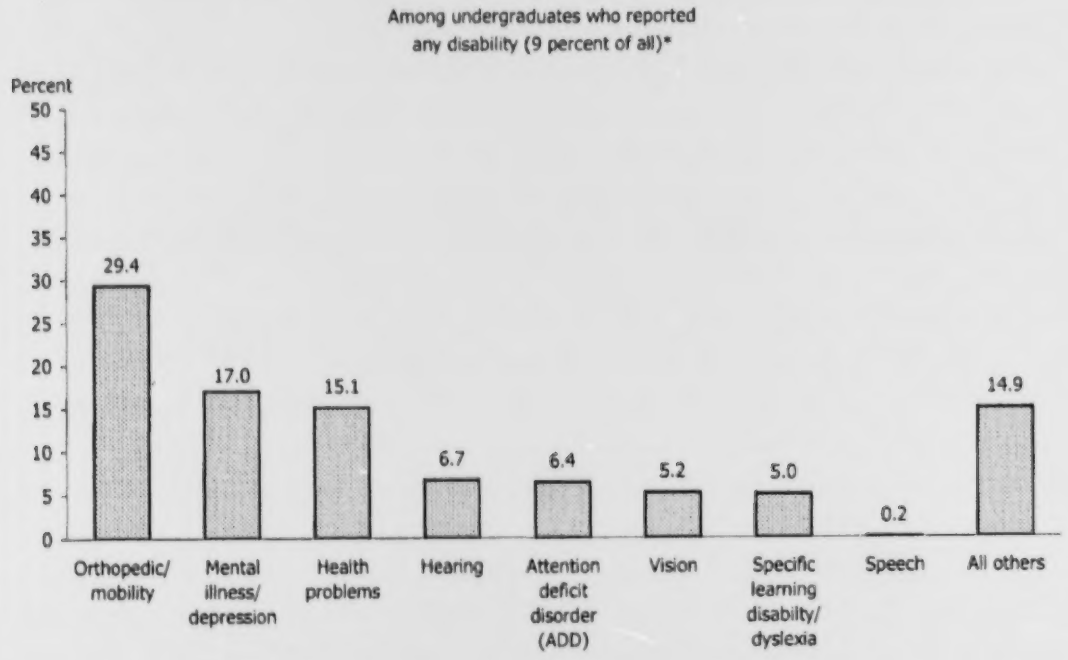
Student characteristics	Any disability or difficulty reported	None reported	Consider self with disability	Don't consider self with disability
Percent of all	9.3	90.7	3.6	96.4
Average age	31	26	34	26
Column total	100.0	100.0	100.0	100.0
Age				
18 or younger	5.8	9.9	3.1	9.8
19–23 years	36.3	49.3	24.5	49.1
24–29 years	15.5	16.1	15.3	16.1
30–39 years	19.2	13.5	23.7	13.7
40 years or older	23.3	11.1	33.4	11.5
Gender				
Male	39.6	42.4	46.2	42.0
Female	60.4	57.6	53.8	58.0
Race/ethnicity				
White, non-Hispanic	70.8	66.7	70.8	67.1
Black, non-Hispanic	10.9	11.8	13.0	11.7
Hispanic*	9.9	11.6	8.0	11.4
Asian	2.1	4.9	1.1	4.8
American Indian/Alaska Native	1.9	0.7	2.5	0.8
Native Hawaiian/Other Pacific Islander	0.8	0.8	1.4	0.7
Other	1.4	1.5	0.8	1.6
More than one race	2.3	1.9	2.5	1.9
Income quartiles				
Low quartile	29.7	23.1	29.6	23.4
Middle quartiles	49.0	49.9	49.9	49.9
High quartile	21.3	27.1	20.6	26.8
Parents' highest education level				
High school or less	40.7	36.4	45.1	36.4
Some postsecondary education	24.1	22.8	21.6	23.0
Bachelor's degree or equivalent	35.2	40.9	33.3	40.7

*Priority was given to Hispanic ethnicity regardless of race chosen.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Figure 7.—Among 1999–2000 undergraduates who reported a disability or difficulty, the percentage distribution by the main limiting condition



*Includes students who reported having a "long-lasting" condition such as blindness, deafness, a severe vision or hearing impairment, a condition that limits "one or more of the basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying" *or* who responded they had any other physical, mental, or emotional condition that lasted six or more months *and* who had difficulty doing one of the following five activities: getting to school, getting around campus, learning, dressing, or working at a job. An additional 2 percent responded "yes" to the questions about conditions, but did not report a specific difficulty.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

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Where Undergraduates Enroll and What They Study

Enrollment Characteristics

In 1999–2000, about three-quarters of undergraduates were enrolled in either public 2-year institutions (42 percent) or public 4-year colleges and universities (31 percent) (table 6). About 14 percent of undergraduates attended private not-for-profit 4-year colleges and 5 percent attended private for-profit institutions. Among the 5 percent enrolled in private for-profit institutions, about three-quarters attended institutions with programs of either less than 2 years (39 percent) or no more than 2 years (38 percent). The remaining 23 percent of students who enrolled in private for-profit institutions attended 4-year institutions.[12]

Undergraduates' age distinguished students enrolled in public 2-year institutions (often called "community colleges") from those enrolled in 4-year institutions. Older undergraduates, who are more likely to have financial and work commitments along with family responsibilities, were more likely to be enrolled in community colleges. Beginning at age 19, with each successive age group, the proportion of undergraduates enrolled in community colleges increased.

While women were more likely to attend postsecondary education, slight differences were found in the types of institution men and women attended. Men were somewhat more likely to attend public 4-year institutions (33 versus 30 percent), but no difference was detected between men and women in their likelihood of attending any 4-year institution (46 and 45 percent, respectively).[13] Likewise, no difference between the rates at which men and women attended public 2-year colleges was detected (42 percent for both groups).

There were some differences in enrollment with respect to race/ethnicity. Compared with White undergraduates, Black students were less likely to attend 4-year institutions (39 versus 48 percent). While the same appears to be the case between Hispanic and White students, there was not enough statistical evidence to draw this conclusion. There were no differences detected between Hispanic and Black students in their enrollment rates at private for-profit institutions (9 and 8 percent, respectively), but both groups were more likely than White students (4 percent) to

[12]See compendium table 1.1.

[13]Includes those enrolled in 4-year public and private not-for-profit 4-year institutions, but not for-profit institutions.

Table 6.—Percentage distribution of 1999–2000 undergraduates, by type of institution attended

Student characteristics	Public and private not-for-profit 4-year institutions			Public 2-year	All private for-profit	More than one institution or "other"[1]
	Total	Public	Private not-for-profit			
Total	45.4	31.3	14.0	42.1	4.9	7.6
Gender						
Male	46.4	32.5	13.9	42.1	4.5	7.1
Female	44.6	30.4	14.2	42.2	5.2	8.1
Race/ethnicity						
White, non-Hispanic	47.5	32.9	14.6	41.3	3.8	7.4
Black, non-Hispanic	39.3	27.8	11.5	44.4	7.8	8.5
Hispanic[2]	39.9	25.3	14.6	44.7	8.5	6.9
Asian	48.3	36.4	11.9	39.0	4.3	8.5
American Indian/Alaska Native	35.1	22.2	13.0	53.4	2.9	8.6
Native Hawaiian/ Other Pacific Islander	39.6	27.4	12.3	46.9	5.6	7.9
Other	42.1	28.0	14.2	40.4	4.5	13.0
Age						
18 or younger	52.0	34.8	17.2	38.0	3.5	6.6
19–23 years	55.4	38.7	16.8	32.3	3.8	8.5
24–29 years	38.9	29.4	9.5	45.8	8.1	7.2
30–39 years	30.6	19.5	11.1	56.1	6.3	7.0
40 years or older	26.3	15.8	10.5	63.4	4.1	6.2
Citizenship status						
Foreign born citizen	37.1	26.7	10.3	49.7	5.0	8.3
Citizen, parent(s) foreign born	43.8	30.7	13.1	42.1	5.9	8.2
Other citizens or permanent residents	45.1	31.7	13.4	42.3	4.7	7.9
Foreign student	51.2	30.2	21.0	36.7	4.7	7.4
Dependents other than spouse						
None	50.9	35.3	15.6	37.7	3.7	7.7
One or more	30.3	20.5	9.8	54.1	8.1	7.5
Single parent						
No	47.6	32.8	14.8	40.6	4.1	7.7
Yes	30.9	21.8	9.1	52.0	9.8	7.3
Disability or difficulty status						
No disability reported	46.4	32.1	14.3	41.3	4.7	7.7
Some disability reported	37.8	26.4	11.4	48.6	6.3	7.4

[1]Private not-for-profit less-than-4-year institutions.

[2]Priority was given to Hispanic ethnicity regardless of race chosen.

NOTE: Percentages in columns 2–6 may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

do so. No differences were detected between Hispanic and Black undergraduates in the rates at which they attended either public 2-year or any 4-year institutions: about 44 percent of both groups attended public 2-year institutions, and about 39 percent attended 4-year institutions.

U.S. citizens born in another country differed from all undergraduates in the type of institution they attended. They were more likely than all undergraduates to attend public 2-year colleges (50 versus 42 percent) and were less likely to attend 4-year institutions (37 versus 45 percent).

Differences by income and parents' education levels were also apparent with respect to the type of institution undergraduates attended.[14] Among dependent undergraduates, for example, with each successive level of family income, the rate at which they attended 4-year institutions rose. For instance, about one-half (51 percent) of dependents with family incomes under $20,000 attended 4-year institutions, compared with 60 percent of those with family incomes between $60,000 and $80,000 and 68 percent of those with family incomes of $100,000 or more. The opposite pattern occurred in the rate at which dependents attended public 2-year institutions: as family income levels rose, their rate of attending public 2-year institutions fell.

Similarly, with each successive level of parents' education, the proportion enrolled in 4-year institutions increased and the proportion enrolled in 2-year institutions declined.[15] For example, 54 percent of undergraduates whose parents completed no higher than a high school education were enrolled in 2-year institutions, compared with 34 percent whose parents had attained a bachelor's degree or higher. Correspondingly, 37 percent of those whose parents completed no higher than a high school education were enrolled in 4-year institutions, compared with 58 percent whose parents had attained a bachelor's degree or higher.

Attendance Status and Degree Program

The patterns of enrollment intensity and participation in degree programs paralleled the level of institution undergraduates attended. Undergraduates who attended 4-year institutions were almost exclusively enrolled in baccalaureate programs (88 percent) and 66 percent attended exclusively full time.[16] Students in community colleges were most likely enrolled in associate's degree programs (73 percent), followed by vocational certificate programs (17 percent), and a majority attended exclusively part time (55 percent). Those in private for-profit institutions were working primarily toward either vocational certificates (45 percent) or associate's degrees (34 percent) and most attended exclusively full time (78 percent).

[14]See compendium table 1.1.

[15]Ibid.

[16]See compendium tables 1.5a for attendance status and 2.1 for degree/certificate program.

Thus, students more likely to attend community colleges, in particular older students, were more likely than their younger peers to be attending exclusively part time. At the two extremes, for example, 72 percent of students aged 18 or younger attended exclusively full time, while 70 percent of students 40 or older attended exclusively part time (table 7).

Similarly, students in their mid- to late twenties and thirties were more likely than their younger counterparts ages 19 to 23 to be pursuing either associate's degrees (42 and 45 percent versus 33 percent) or vocational certificates (14 percent and 20 percent versus 7 percent) (table 8). Correspondingly, those in their mid- to late twenties and thirties were less likely to be enrolled in bachelor's degree programs (37 and 27 percent versus 56 percent). Students who were 40 or older were more likely than all undergraduates to be in non-degree programs (16 percent versus 7 percent).

Despite the gender difference in postsecondary enrollment rates, no gender differences were detected in the rate at which men and women attended full or part time. Roughly half of both men and women attended exclusively full time and roughly one-third attended exclusively part time (table 7). Likewise, no gender differences were detected with respect to the type of degree program men and women were pursuing (table 8).

Compared with their counterparts without dependents, students with dependents (including single parents) were less likely to be working toward a bachelor's degree (27 versus 50 percent) and were more likely to be pursuing an associate's degree (45 versus 35 percent) or a vocational certificate (20 versus 9 percent; table 8). Students with dependents were also more likely to be attending postsecondary education exclusively on a part-time basis (table 7).

Field of Study

As shown in table 9, among undergraduates with a declared major (90 percent had declared a major), the fields of study with the highest concentrations of undergraduates were arts and humanities (18 percent) and business (19 percent). Eight to 10 percent majored in social and behavioral sciences, computer science, education, health, and other technical or professional fields, and no more than 6 percent majored in any other field.

Some gender, age, and racial/ethnic group differences were apparent with respect to fields of study. For example, in keeping with historical gender differences, women were more likely than men to major in education (11 versus 4 percent) and health fields (15 versus 4 percent), and they were less likely to major in engineering (2 versus 11 percent) and computer science (6 versus 13 percent). Business fields, on the other hand, tended to attract undergraduates regardless of

Table 7.—Percentage distribution of 1999–2000 undergraduates, by attendance status

Student characteristics	Exclusively full-time	Mixed full-time and part-time	Exclusively part-time
Total	49.3	16.3	34.5
Gender			
Male	50.1	15.9	34.0
Female	48.6	16.6	34.9
Race/ethnicity			
White, non-Hispanic	49.5	16.2	34.4
Black, non-Hispanic	49.6	15.1	35.3
Hispanic*	47.0	16.2	36.8
Asian	51.4	19.3	29.3
American Indian/Alaska Native	44.2	18.6	37.3
Native Hawaiian/Other Pacific Islander	46.3	17.3	36.4
Other	53.7	17.8	28.5
Age			
18 or younger	72.0	11.1	16.9
19–23 years	63.0	18.1	18.9
24–29 years	38.0	18.0	44.1
30–39 years	26.9	15.8	57.3
40 years or older	18.3	11.4	70.4
Citizenship status			
Foreign born citizen	37.5	12.8	49.8
Citizen, parent(s) foreign born	54.0	14.0	32.0
Other citizens or permanent residents	52.4	12.9	34.7
Foreign student	69.8	10.4	19.9
Dependents other than spouse			
None	54.9	16.8	28.3
One or more	34.0	14.9	51.1
Single parent			
No	50.5	16.3	33.2
Yes	41.1	16.0	42.8
Disability or difficulty status			
No disability reported	52.8	12.8	34.9
Some disability reported	48.5	14.0	37.5

*Priority was given to Hispanic ethnicity regardless of race chosen.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 8.—Percentage distribution of 1999–2000 undergraduates, by undergraduate degree program

Student characteristics	Certificate	Associate's degree	Bachelor's degree	No undergraduate degree
Total	12.1	37.5	43.8	6.6
Gender				
Male	12.3	36.4	44.5	6.7
Female	12.0	38.4	43.2	6.5
Race/ethnicity				
White, non-Hispanic	10.4	36.7	46.2	6.7
Black, non-Hispanic	18.2	39.8	37.2	4.8
Hispanic*	16.5	41.0	36.3	6.3
Asian	9.6	32.1	49.2	9.1
American Indian/Alaska Native	12.8	48.6	28.5	10.2
Native Hawaiian/Other Pacific Islander	14.6	39.8	38.0	7.6
Other	11.8	38.3	44.2	5.6
Age				
18 or younger	7.8	36.8	49.5	5.9
19–23 years	7.2	33.2	55.7	3.9
24–29 years	14.4	42.1	36.6	6.9
30–39 years	20.1	44.9	26.9	8.1
40 years or older	22.9	40.2	21.4	15.5
Citizenship status				
Foreign born citizen	20.3	36.4	35.6	7.7
Citizen, parent(s) foreign born	12.6	38.1	44.5	4.9
Other citizens or permanent residents	13.9	37.9	44.2	4.0
Foreign student	6.1	36.9	53.4	3.6
Dependents other than spouse				
None	9.2	34.7	50.1	6.0
One or more	20.1	45.3	26.5	8.1
Single parent				
No	10.9	36.2	46.4	6.5
Yes	20.1	46.0	26.7	7.2
Disability or difficulty status				
No disability reported	13.6	37.0	45.1	4.3
Some disability reported	17.3	41.7	36.0	5.0

*Priority was given to Hispanic ethnicity regardless of race chosen.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 9.—Percentage distribution of 1999–2000 undergraduates among those with a declared major, by field of study

Student characteristics	Arts and humanities	Social/ behavioral sciences	Life sciences	Physical sciences	Math	Computer/ information science	Engineering	Education	Business/ manage-ment	Health	Vocational/ technical	Other technical/ professional
Total	17.6	9.2	5.2	1.2	0.8	8.6	5.6	8.1	18.6	10.2	5.1	10.0
Gender												
Male	16.6	7.6	5.4	1.6	0.9	12.6	10.8	4.4	18.6	4.1	9.4	8.2
Female	18.3	10.4	5.0	0.9	0.7	5.6	1.6	10.9	18.6	14.9	1.8	11.3
Race/ethnicity												
White, non-Hispanic	18.6	9.5	5.4	1.4	0.8	7.6	5.5	8.9	18.0	10.1	5.1	9.4
Black, non-Hispanic	11.8	8.6	3.4	0.6	0.5	10.4	4.2	8.4	19.1	14.5	5.8	12.8
Hispanic*	18.0	8.4	4.5	0.8	0.6	7.8	6.3	6.9	20.4	8.5	6.3	11.8
Asian	17.3	8.1	8.2	1.6	0.9	18.3	7.8	1.9	21.0	6.7	1.9	6.4
American Indian/Alaska Native	17.7	8.7	6.0	1.0	1.6	9.0	5.4	7.7	17.6	8.8	4.6	11.9
Native Hawaiian/ Other Pacific Islander	23.9	9.4	8.2	0.4	1.8	6.9	8.1	2.4	15.8	10.4	4.5	8.4
Other	16.9	10.2	6.0	0.9	0.4	14.0	7.1	4.4	22.9	6.7	3.2	7.3
Age												
18 or younger	20.6	9.2	6.5	1.6	1.1	6.3	6.3	7.8	16.2	8.8	5.1	10.5
19–23 years	18.4	11.3	6.5	1.4	0.8	6.4	5.7	8.3	18.1	8.6	4.2	10.3
24–29 years	17.3	7.3	4.7	1.0	0.7	9.8	6.0	7.5	17.7	11.7	5.6	10.8
30–39 years	14.5	6.2	2.8	0.7	0.7	12.5	4.9	7.5	20.9	13.4	7.2	8.8
40 years or older	16.0	6.2	1.9	0.6	0.5	13.9	4.9	8.8	21.0	12.0	5.8	8.3
Citizenship status												
Foreign born citizen	14.6	6.0	4.2	0.5	0.8	15.6	7.3	6.6	22.1	10.5	4.8	7.3
Citizen, parent(s) foreign born	18.1	9.5	6.4	1.4	0.9	7.2	7.1	5.9	18.9	8.6	6.3	9.7
Other citizens or permanent residents	15.0	9.3	4.9	1.1	0.6	8.3	5.8	9.3	19.1	10.8	5.9	9.7
Foreign student	18.1	11.2	4.6	2.3	1.1	17.2	9.5	2.0	24.0	3.7	1.6	4.7

See footnotes at end of table.

Table 9.—Percentage distribution of 1999–2000 undergraduates among those with a declared major, by field of study—Continued

Student characteristics	Arts and humanities	Social/ behavioral sciences	Life sciences	Physical sciences	Math	Computer/ information science	Engineering	Education	Business/ manage-ment	Health	Vocational/ technical	Other technical/ professional
Dependents other than spouse												
None	18.9	10.1	6.1	1.4	0.8	7.8	5.9	7.8	18.1	8.8	4.5	9.7
One or more	14.0	6.6	2.9	0.7	0.6	10.9	4.6	8.8	19.8	14.0	6.7	10.5
Single parent												
No	18.2	9.4	5.6	1.3	0.8	8.4	5.8	8.2	18.3	9.6	5.0	9.6
Yes	13.9	7.4	2.7	0.8	0.7	10.2	4.0	7.2	20.4	14.1	6.1	12.5
Disability and difficulty status												
No disability reported	15.6	9.1	5.2	1.2	0.7	8.3	6.1	8.7	19.4	10.5	5.7	9.5
Some disability reported	17.5	10.8	4.4	0.8	0.5	11.1	4.7	8.5	16.9	8.9	5.4	10.5

*Priority was given to Hispanic ethnicity regardless of race chosen.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

gender and race/ethnicity. That is, no measurable differences were detected between men and women or among racial/ethnic groups in the proportions who majored in business-related fields.

Older students (30 or older) were more likely than their younger counterparts (19–23) to study computer science and less likely to study social/behavioral sciences and life sciences. Compared with all undergraduates, Black students were less likely to major in arts and humanities fields (12 versus 18 percent) and more likely to major in health fields (15 versus 10 percent). Also compared with all undergraduates, Asian students tended to be more concentrated in computer science fields (18 versus 9 percent) and less concentrated in education (2 versus 8 percent).

Finally, undergraduates with dependents (including single parents) were more likely than their counterparts without dependents to major in health fields. Fourteen percent of both groups (students with children and those who were single parents) majored in health fields, compared with 10 percent of all undergraduates.

Diversity and Risk of Attrition

In a previous report profiling U.S. undergraduates (Horn and Premo 1995), students were characterized according to a series of risk attributes. These attributes, all of which were determined to be negatively related to persistence and degree attainment, fell into three areas: enrollment patterns, financial and family status, and high school graduation status. In total, seven indicators of risk were used in the previous analysis, including the following:

Enrollment patterns

- Delayed postsecondary enrollment by one or more years
- Enrolled part time

Financial and family status

- Financially independent[17]
- Have children or dependents
- Single parents
- Work full time while enrolled

High school graduation status

- GED or high school dropout

These risk factors are clearly interrelated with attributes that characterize a diverse student population, as defined in this study. Indeed, some of risk characteristics, such as parenthood, are the same as those that characterize diversity. By definition, students who delay their postsecondary enrollment are often older than the age considered traditional for attending college. Likewise, students who are financially independent and who have family responsibilities tend to be older and, by necessity, may work full time and/or attend part time.

Table 10 illustrates the risk profile of 1999–2000 undergraduates. Three-quarters of students had at least one risk factor, and the average number was 2.2. Because these risk factors are largely related to age, the youngest undergraduates (18 or younger) were less likely to report any

[17]For purposes of financial aid eligibility, only the income and assets of independent students, not their parents, are taken into consideration. Students 24 or older are automatically considered "independent," as are students with children or dependents.

Table 10.—Percentage of 1999–2000 undergraduates with various risk characteristics, and the average number of risk factors

Student characteristics	Any risk factors	Delayed enrollment	Part-time attendance	Financially independent	Have dependents or children	Single parent	No high school diploma	Work full time while enrolled 1999–2000	Average number of risk factors
Total	75.0	45.5	47.9	50.9	26.9	13.3	7.8	37.8	2.2
Gender									
Male	74.8	46.4	47.3	47.5	21.5	9.1	7.5	40.7	2.1
Female	75.2	44.8	48.4	53.5	31.0	16.5	8.1	35.7	2.3
Race/ethnicity									
White/non-Hispanic	72.7	42.8	47.7	48.3	23.7	10.0	6.1	37.2	2.0
Black, non-Hispanic	81.5	53.1	47.6	62.4	42.8	28.9	9.7	42.8	2.7
Hispanic*	81.4	50.9	50.6	54.3	32.4	17.3	12.3	41.4	2.4
Asian	73.5	49.7	44.0	47.7	18.5	9.7	14.1	24.9	1.9
American Indian/Alaska Native	83.9	57.9	53.7	65.9	37.5	21.1	13.2	46.7	2.8
Native Hawaiian/Other Pacific Islande	79.1	53.4	52.1	48.2	20.1	9.6	11.4	30.7	2.1
Other	71.5	35.2	43.5	43.5	18.4	8.0	8.0	34.4	1.9
Age									
18 or younger	40.8	9.6	25.4	6.9	5.6	5.2	5.3	16.1	0.7
19–23 years	59.4	31.2	32.6	15.6	11.1	8.8	4.4	24.2	1.2
24–29 years	100.0	62.5	60.2	100.0	35.4	19.4	10.1	52.1	3.2
30–39 years	100.0	72.9	71.9	100.0	61.0	23.0	14.4	60.8	3.8
40 years or older	100.0	74.7	81.2	100.0	55.0	17.4	12.9	62.7	3.8
Respondent has dependents									
None	65.9	37.5	41.8	32.8	0.0	0.0	5.8	30.5	1.4
One or more	100.0	67.6	64.5	100.0	100.0	49.4	13.4	57.0	4.3
Single parent									
No	71.2	42.1	46.6	43.4	15.7	0.0	6.6	35.7	1.8
Yes	100.0	68.0	56.6	100.0	100.0	100.0	15.9	54.2	4.7
Disability or difficulty status									
No disability reported	71.5	35.6	45.8	47.8	26.7	11.3	6.4	39.7	2.1
Some disability reported	82.9	47.1	50.4	63.3	34.8	16.6	12.1	33.8	2.6

*Priority was given to Hispanic ethnicity regardless of race chosen.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

risk factors (41 percent reported an average of 0.7 risk factors). The most frequently reported risk factor for this age group was part-time attendance (26 percent). In contrast, due in large part to family and work responsibilities, undergraduates who were 30 or older reported an average of 3.8 risk factors. These older students were also more likely than all undergraduates to be at academic risk: between 13 and 14 percent had not graduated from high school or had earned a GED, compared with 8 percent of all undergraduates.

Because women were more likely to have dependents and to be single parents, they reported more risk factors than men (2.3 versus 2.1). However, because men were more likely to work full time while enrolled (41 versus 36 percent), no difference was detected between men and women in their overall number of risk factors.

Based on their risk profile, undergraduates who are parents, especially single parents, are at greater risk than all undergraduates. For example, single parents are financially independent, they have children, and they are single parents. Undergraduates with children were also more likely than all undergraduates to work full time and attend school part time. Thus, single parents and all students with children had an average of 4.7 and 4.3 risk factors, respectively, approximately double the number for all undergraduates (2.2).

With respect to race/ethnicity, Asian students reported fewer risk factors than all undergraduates (1.9 versus 2.2), while Black students (2.7), American Indians/Alaska Natives (2.8), and Hispanic students (2.4) reported more. These differences may in part be due to family responsibilities: Asian students were less likely than all undergraduates to have dependents, while Black and American Indian/Alaska Native students were more likely to report dependents.

Finally, students with disabilities were also at greater risk than their counterparts without disabilities. Those with disabilities averaged 2.6 risk factors, compared with 2.1 for those without disabilities.

According to a study of persistence in postsecondary education, 64 percent of beginning students with one risk factor persisted in their postsecondary program or completed a degree within 5 years, compared with 43 percent of those with three or more risk factors (Berkner, Cuccaro-Alamin, and McCormick 1996). In other words, at least half or more of 1999–2000 students with three or more risk factors could be in danger of leaving postsecondary education without a degree or credential.[18]

[18]The survey time frame is 5 years, so some students may have returned later.

Summary and Conclusions

In 1999–2000, a majority of undergraduates were women and nearly one-third were minority students, including one-quarter who were either Black or Hispanic and one-in-twenty who were Asian. A majority of undergraduates were still of traditional age, but about one-quarter were age 30 or older. Roughly one-in-twenty undergraduates were citizens born in another country and just over one-in-ten spoke a language other than English while growing up at home. In addition, nearly one-in-ten reported having some type of disability.

This profile of undergraduates suggests that the postsecondary education system in the United States offers opportunities to a diverse group of individuals. Indeed, the admissions policies of most community colleges and some 4-year colleges combined with federal, state, and institutional financial aid means that postsecondary education is accessible to most individuals who wish to attend.

Where 1999–2000 undergraduates were enrolled was related in large part to their age and life circumstances. Those with family and work responsibilities, who may have more limited time, were more likely to attend community colleges and to attend on a part-time basis. Their younger, more traditional counterparts, on the other hand, tended to enroll in 4-year institutions and did so primarily on a full-time basis.

Many of the attributes that characterize diversity among undergraduates, especially work and family responsibilities, also are associated with increased risk of attrition from postsecondary education. Thus, as the diversity of the undergraduate population broadens, the likelihood of students not completing their postsecondary education may also increase.

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TABLE COMPENDIUM

Section 1: Enrollment and Attendance

Level of Institution
Control of Institution
Institution Type
Class Level
Attendance Intensity
Distance From Home and Past Community College Attendance
Distance Education

Section 2: Degree Program, Field of Study, and GPA

Undergraduate Program
Undergraduate Major
Undergraduate GPA

Section 3: Student Characteristics

Gender
Race/Ethnicity
Age (as of 12/31/99)
Dependency Status
Income
Marital Status
Parenthood
High School Diploma
Local Residence
Citizenship
Parent's Education

Section 4: Financial Aid and Credit Card Debt

Financial Aid Among All Undergraduates
Dependent Student Financial Aid
Independent Student Financial Aid
Number of Credit Cards in Own Name

Section 5: Work, Community Service, and Voting

Hours Worked While Enrolled
Primary Role
Community Service
Voting Behavior

Section 6: Disability Status and Remedial Education

Students With Disabilities
Remedial Education

Section 1: Enrollment and Attendance

Level of Institution

- In 1999–2000, roughly half of undergraduates attended 4-year institutions (46 percent) and roughly half (45 percent) attended 2-year institutions (table 1.1).
- Younger undergraduate students were more likely than older students to be enrolled in 4-year institutions, while older undergraduates were more likely to attend 2-year institutions. For example, 56 percent of undergraduates between 19 and 23 were enrolled in 4-year institutions, compared with 27 percent of students age 40 or older. Correspondingly, about two-thirds (65 percent) of students age 40 and older were enrolled in 2-year institutions, compared with about 35 percent of students age 19–23. (table 1.1).
- Men were more likely to attend 4-year institutions than women (48 percent versus 45 percent); however, there were no differences detected between male and female undergraduates in the proportions attending 2-year and less-than-2-year institutions (table 1.1).
- White undergraduates were more likely to attend 4-year institutions than Black students (48 percent versus 40 percent), while Black students were more likely to attend less-than-2-year institutions (5 versus 2 percent; table 1.1).[19]
- Hispanic undergraduates were more likely than non-Hispanic undergraduates to be enrolled in less-than-2-year institutions (6 percent versus 2 percent, respectively; table 1.1).

Control of Institution

- In 1999–2000, 79 percent of all undergraduates were enrolled in public institutions, 16 percent were enrolled in private not-for-profit institutions, and 5 percent attended private for-profit institutions (table 1.2).
- Some racial/ethnic differences emerged with respect to control of institutions. White undergraduates were more likely to attend private not-for-profit institutions than Asian undergraduates (17 versus 13 percent). White and American Indian/Alaska Native undergraduates were less likely than Black undergraduates to be enrolled in private for-

[19]Unlike the text tables, where preference was given to Hispanic ethnicity over other racial groups chosen (in order to make historical comparisons), in the compendium tables race is presented separately from Hispanic ethnicity. Therefore, undergraduates reporting a specific race could also be of Hispanic ethnicity.

profit institutions (4 percent of White and 3 percent of American Indian/Alaska Native versus 8 percent for Black students; table 1.2).

- Hispanic students were less likely than non-Hispanic students to attend public institutions (75 versus 80 percent) and more likely to attend private for-profit institutions (9 versus 5 percent; table 1.2).

Institution Type

- In 1999–2000, about 42 percent of undergraduate students attended public 2-year institutions, 20 percent attended 4-year public doctorate-granting, and 12 percent attended 4-year public nondoctorate-granting colleges and universities (table 1.3).
- Unlike undergraduates in the 4-year public sector, who were more likely to attend doctorate-granting institutions (20 percent versus 12 percent), those in the private not-for-profit 4-year sector were more likely to attend nondoctorate-granting institutions (9 percent versus 6 percent; table 1.3).
- Students under the age of 24 were more likely than students 24 and older to attend public 4-year doctorate-granting institutions. Correspondingly, students 24 and older were much more likely to attend public 2-year institutions than younger students (table 1.3).

Class Level

- In 1999–2000, about one-third (35 percent) of all students were first-year students, one-quarter were second-year, 13 percent were third-year, and about 9 percent each were fourth- or fifth-year students; had attained a bachelor's degree in 1999–2000; or were unclassified (table 1.4).
- Undergraduates who attended exclusively part time were more likely to be in their first year (41 percent) than their peers who attended exclusively full time (33 percent) or had mixed full-time and part-time attendance (25 percent). Correspondingly, undergraduates who attended either mixed full time and part time (13 percent) or exclusively full time (9 percent) were more likely to be in their fourth or fifth year, compared with their peers who attended exclusively part time (7 percent; table 1.4).

Attendance Intensity

- In 1999–2000, undergraduates were more likely to attend a postsecondary institution full time than part time. About 49 percent of students were enrolled exclusively full time compared with 34 percent attending exclusively part time and 16 percent of students with mixed enrollment intensity (table 1.5a).
- Fifty-seven percent of undergraduates enrolled in public or private not-for-profit 4-year institutions attended full time for a full year, compared with 19 percent of those enrolled in public 2-year institutions (table 1.5b).

- Undergraduates whose parents had a bachelor's degree or higher (who are more likely to attend 4-year institutions) were more likely than those with less educated parents to attend college full time for a full year: 51 percent compared with 42 percent of those whose parents had some postsecondary education and 31 percent of those who parents had high school diploma or less attended full time (table 1.5b).

Distance From Home and Past Community College Attendance

- Nearly nine-in-ten undergraduates (88 percent) attended postsecondary education in their home state (table 1.6).
- Students in 4-year private not-for-profit doctorate-granting institutions were least likely to attend college in their home state and attended school farther from home than undergraduates in any other institution type (table 1.6).
- On average, male students attended postsecondary education farther away from home than females. The average distance of school from home was 97 miles for men and 80 miles for women (table 1.6).
- Nearly one-half (46 percent) of undergraduates currently enrolled in 4-year institutions (public and private not-for-profit combined) had attended a community college (table 1.6).

Distance Education

- About 8 percent of undergraduates took any distance education courses in 1999–2000, and among those who did, 59 percent took the course over the Internet (table 1.7a).
- Undergraduates attending public 2-year institutions were more likely to report taking distance education courses (10 percent) than those in public or private not-for-profit 4-year institutions (7 percent; table 1.7a).
- Related in part to the greater likelihood of older students to attend public 2-year institutions, they were more likely to report taking distance education courses than younger students. From 10 to 13 percent of students 24 and older, compared with 4 percent of students 18 or younger and 7 percent of those 19–23 had taken distance education courses (table 1.7a).
- Among those who reported taking distance education courses, about half (47 percent) liked the distance education courses the same as regular classes, compared with 30 percent who were less satisfied, and 23 percent were more satisfied (table 1.7b).

Table 1.1.—Percentage distribution of undergraduates, by level of institution: 1999–2000

Institutional and student characteristics	Level of institution[1]			More than one institution
	Less-than-2-year	2-year	4-year	
Total	2.7	44.6	46.5	6.2
Institution control[1]				
Public	0.9	56.8	42.3	(†)
Private not-for-profit	0.9	4.3	94.8	(†)
Private for-profit	39.1	38.4	22.6	(†)
Class level				
Graduating senior	0.0	0.3[2]	92.9	6.8
All other undergraduates	3.0	49.1	41.8	6.1
Attendance intensity				
Exclusively full-time	4.3	29.1	61.9	4.8
Mixed full-time and part-time	0.5	40.8	44.1	14.5
Exclusively part-time	1.4	68.7	25.6	4.4
Attendance status				
Full-time, full-year	1.5	23.6	68.0	7.0
Full-time, part-year	11.3	41.9	41.6	5.2
Part-time, full-year	1.1	54.9	37.8	6.2
Part-time, part-year	1.3	68.6	24.5	5.6
Undergraduate program[3]				
Certificate	20.3	64.0	10.1	5.6
Associate's degree	0.0	86.7	8.1	5.3
Bachelor's degree	0.0	0.1	92.7	7.3
Nondegree program	3.6	65.5	25.1	5.7
Gender				
Male	2.5	44.2	47.7	5.6
Female	2.9	45.0	45.5	6.7
Race				
One race				
White	2.0	43.6	48.3	6.1
Black or African American	5.2	48.5	40.3	6.0
Asian	2.9	42.9	47.6	6.6
American Indian/Alaska Native	2.1	57.0	34.7	6.2
Native Hawaiian/Other Pacific Islander	5.0	55.6	33.0	6.4
Other race	4.9	47.4	40.3	7.4
More than one race	4.3	42.1	46.3	7.3
Hispanic or Latino (any race)				
Not Hispanic or Latino	2.3	44.2	47.1	6.3
Hispanic or Latino	5.7	47.6	41.5	5.2

See footnotes at end of table.

Table 1.1.—Percentage distribution of undergraduates, by level of institution: 1999–2000—Continuec

Institutional and student characteristics	Level of institution[1]			More than one institution
	Less-than-2-year	2-year	4-year	
Dependency status				
Dependent	1.2	33.0	58.6	7.2
Independent	4.2	55.9	34.7	5.2
No dependents, unmarried	3.4	51.1	40.1	5.4
Married, no dependents	2.3	58.9	34.3	4.6
Single parent	6.6	56.7	32.0	4.8
Married parents	3.9	58.8	31.4	5.9
Age as of 12/31/99				
18 years or younger	2.0	40.2	52.7	5.1
19–23 years	1.9	34.6	56.2	7.3
24–29 years	4.0	49.5	40.7	5.8
30–39 years	4.0	58.6	32.3	5.1
40 years or older	3.2	65.0	27.4	4.5
Dependency and income level in 1998				
Dependent				
Less than $20,000	3.3	39.2	50.5	7.0
$20,000–39,999	1.5	36.7	54.3	7.5
$40,000–59,999	1.0	35.4	57.2	6.4
$60,000–79,999	0.8	32.8	59.6	6.8
$80,000–99,999	0.5	27.2	64.1	8.2
$100,000 or more	0.3	24.3	67.7	7.8
Independent				
Less than $10,000	8.1	44.2	41.8	5.9
$10,000–19,999	5.0	52.1	37.2	5.8
$20,000–29,999	3.8	58.5	33.0	4.7
$30,000–49,999	2.6	61.5	31.1	4.9
$50,000 or more	1.8	61.8	31.4	5.0
Parents' education				
High school diploma or less	3.9	53.9	37.1	5.1
Some postsecondary education	2.4	46.1	44.2	7.3
Bachelor's degree or higher	1.3	33.5	57.9	7.2
Disability status				
No disability reported	2.6	43.7	47.5	6.3
Some type of disability reported	3.5	51.9	38.9	5.7
Average hours worked while enrolled				
Did not work	4.4	36.4	52.8	6.4
Worked part time	2.1	33.9	57.1	7.0
Worked full time	2.3	60.4	32.0	5.3

†Not applicable

[1]For those enrolled in one institution.

[2]It is possible for students to have received a bachelor's degree in 1999–2000 and to have subsequently enrolled in a less-than-4-year institution.

[3]Refers to NPSAS institution only.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 1.2.—Percentage distribution of undergraduates, by control of institution: 1999–2000

Institutional and student characteristics	Public	Private not-for-profit	Private for-profit
Total	79.0	15.8	5.2
Level of institution[1]			
Less-than-2-year	24.4	4.8	70.8
2-year	94.4	1.4	4.2
4-year	67.4	30.2	2.4
Class level			
Graduating seniors	65.7	33.0	1.3
All other undergraduates	80.3	14.1	5.6
Attendance intensity			
Exclusively full-time	69.6	22.3	8.1
Mixed full-time and part-time	84.4	12.8	2.9
Exclusively part-time	90.2	7.7	2.1
Attendance status			
Full-time, full year	70.6	24.8	4.5
Full-time, part year	68.4	14.5	17.1
Part-time, full year	87.3	10.1	2.6
Part-time, part year	89.9	8.0	2.1
Undergraduate program[2]			
Certificate	75.7	5.2	19.1
Associate's degree	91.2	4.1	4.7
Bachelor's degree	67.6	30.5	1.9
No undergraduate degree	90.1	5.4	4.5
Gender			
Male	79.8	15.5	4.7
Female	78.4	16.0	5.6
Race			
White	79.0	16.5	4.5
Black or African American	78.1	13.6	8.3
Asian	82.8	12.6	4.6
American Indian/Alaska Native	83.4	13.7	2.9
Native Hawaiian/Other Pacific Islander	84.8	8.8	6.3
Other race	77.2	14.3	8.5
More than one race	72.4	21.3	6.3
Hispanic or Latino (any race)			
Not Hispanic or Latino	79.6	15.7	4.7
Hispanic or Latino	74.6	16.4	9.0

See footnotes at end of table.

Table 1.2.—Percentage distribution of undergraduates, by control of institution: 1999–2000—Continued

Institutional and student characteristics	Public	Private not-for-profit	Private for-profit
Dependency status			
Dependent	76.7	20.4	2.9
Independent	81.2	11.4	7.4
No dependents, unmarried	81.3	11.4	7.3
Married, no dependents	84.1	12.0	3.9
Single parent	78.9	10.8	10.3
Married parents	81.5	11.7	6.8
Age as of 12/31/99			
18 years or younger	77.0	19.4	3.7
19–23 years	76.9	19.0	4.1
24–29 years	80.6	10.8	8.6
30–39 years	81.0	12.3	6.7
40 years or older	84.2	11.5	4.3
Dependency and income level in 1998			
Dependent			
Less than $20,000	75.7	17.8	6.5
$20,000–39,999	78.7	17.7	3.7
$40,000–59,999	78.6	19.0	2.4
$60,000–79,999	77.2	20.6	2.2
$80,000–99,999	76.7	21.4	1.9
$100,000 or more	72.1	26.8	1.1
Independent			
Less than $10,000	75.0	12.3	12.8
$10,000–19,999	78.9	11.4	9.7
$20,000–29,999	82.1	11.0	6.9
$30,000–49,999	84.9	10.0	5.1
$50,000 or more	84.0	12.5	3.5
Parents' education			
High school diploma or less	80.7	12.3	7.0
Some postsecondary education	81.4	13.6	5.1
Bachelor's degree or higher	76.2	20.5	3.3
Disability status			
No disability reported	78.9	16.1	5.0
Some type of disability reported	80.6	12.8	6.7
Average hours worked while enrolled			
Did not work	75.1	18.2	6.7
Worked part time	77.0	18.8	4.3
Worked full time	83.3	11.4	5.3

[1]For those enrolled in one institution.

[2]Refers to NPSAS institution only.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 1.3.—Percentage distribution of undergraduates, by type of institution: 1999–2000

Institutional and student characteristics	Public[1]				Private not-for-profit[1]			Private[1] for-profit	More than one institution
	Less-than-2-year	2-year	4-year non-doctorate-granting	4-year doctorate-granting	Less-than-4-year	4-year non-doctorate-granting	4-year doctorate-granting		
Total	0.7	42.1	11.5	19.9	0.8	8.5	5.5	4.9	6.2
Level of institution[1]									
Less-than-2-year	24.4	(†)	(†)	(†)	4.8	(†)	(†)	70.8	(†)
2-year	(†)	94.3	(†)	(†)	1.4	(†)	(†)	4.2	(†)
4-year	(†)	(†)	24.7	42.8	(†)	18.4	11.8	2.4	(†)
Class level									
Graduating seniors	0.0	0.0	18.0	42.9	0.0	18.4	12.3	1.3	7.1
All other undergraduates	0.7	46.3	10.8	17.6	0.8	7.5	4.8	5.3	6.1
Attendance intensity									
Exclusively full-time	0.8	25.2	14.0	26.3	1.2	11.7	8.3	7.7	4.8
Mixed full-time and part-time	0.2	39.2	10.8	22.0	0.3	6.6	4.0	2.5	14.5
Exclusively part-time	0.7	67.7	8.2	9.7	0.4	4.9	2.2	2.0	4.4
Attendance status									
Full-time, full year	0.4	20.9	14.7	29.7	0.9	12.4	9.8	4.2	7.0
Full-time, part year	1.6	35.1	11.2	17.0	2.0	8.2	3.6	16.3	5.2
Part-time, full year	0.5	53.4	11.4	16.5	0.4	6.0	3.1	2.4	6.2
Part-time, part year	0.6	67.6	6.9	9.8	0.3	5.0	2.2	2.0	5.7
Undergraduate program[2]									
Certificate	5.0	59.6	3.2	3.7	1.9	2.0	1.0	18.1	5.6
Associate's degree	0.0	81.6	3.5	1.3	1.4	2.0	0.5	4.4	5.3
Bachelor's degree	0.0	0.0	21.1	41.6	0.0	16.8	11.5	1.8	7.3
No undergraduate degree	0.8	64.5	8.3	11.4	0.2	2.9	2.0	4.2	5.7
Gender									
Male	0.7	42.1	11.1	21.4	0.8	8.1	5.8	4.5	5.6
Female	0.6	42.1	11.7	18.7	0.8	8.9	5.3	5.2	6.7
Race									
White	0.6	41.2	11.8	20.7	0.7	9.3	5.6	4.2	6.1
Black or African American	1.2	44.9	11.4	16.0	1.2	7.0	4.5	7.8	6.0
Asian	0.7	41.7	9.6	25.4	0.6	3.9	7.2	4.3	6.6
American Indian/Alaska Native	0.8	55.7	8.3	13.5	0.7	9.9	2.3	2.7	6.2
Native Hawaiian/ Other Pacific Islander	0.5	54.9	10.2	13.9	0.3	4.5	3.5	5.9	6.4
Other race	0.5	44.3	10.8	15.9	1.1	6.8	5.4	7.9	7.4
More than one race	0.8	39.9	10.8	15.6	0.7	10.9	8.2	5.8	7.3
Hispanic or Latino (any race)									
Not Hispanic or Latino	0.7	41.8	11.5	20.7	0.7	8.4	5.6	4.4	6.4
Hispanic or Latino	0.7	44.7	11.3	14.1	1.0	9.7	4.9	8.5	5.3

See footnotes at end of table.

Table 1.3.—Percentage distribution of undergraduates, by type of institution: 1999–2000—Continued

Institutional and student characteristics	Public[1]				Private not-for-profit[1]			Private[1] for-profit	More than one institution
	Less-than-2-year	2-year	4-year non-doctorate-granting	4-year doctorate-granting	Less-than-4-year	4-year non-doctorate-granting	4-year doctorate-granting		
Dependency status									
Dependent	0.3	31.1	13.2	26.7	0.8	9.8	8.2	2.7	7.2
Independent	1.0	52.7	9.9	13.3	0.7	7.3	2.9	7.0	5.3
No dependents, unmarried	0.7	48.1	10.7	17.4	0.6	7.0	3.2	6.9	5.5
Married, no dependents	0.8	57.4	8.8	13.2	0.5	7.9	3.1	3.7	4.6
Single parent	1.4	52.0	9.6	12.2	1.2	6.3	2.9	9.8	4.8
Married parents	1.3	56.1	9.6	9.6	0.6	8.1	2.4	6.4	6.0
Age as of 12/31/99									
18 years or younger	0.3	37.9	12.1	22.7	1.2	9.1	8.1	3.5	5.2
19–23 years	0.4	32.3	12.8	25.9	0.8	9.3	7.5	3.8	7.3
24–29 years	0.8	45.7	11.3	18.1	0.7	6.6	2.9	8.1	5.9
30–39 years	1.2	56.1	9.9	9.6	0.7	8.6	2.4	6.3	5.1
40 years or older	1.2	63.3	7.7	8.1	0.5	7.8	2.6	4.1	4.5
Dependency and income level in 1998									
Dependent									
Less than $20,000	0.3	36.1	13.3	20.7	1.3	9.2	6.1	6.0	7.0
$20,000–39,999	0.4	34.3	13.7	24.3	0.9	9.4	6.1	3.4	7.5
$40,000–59,999	0.3	33.6	13.7	26.0	0.9	9.9	7.0	2.3	6.4
$60,000–79,999	0.3	31.1	13.0	27.5	0.8	10.5	8.0	2.1	6.8
$80,000–99,999	0.2	25.8	13.7	30.7	0.6	9.6	9.5	1.7	8.2
$100,000 or more	0.1	23.1	11.3	31.9	0.6	10.4	13.7	1.0	7.9
Independent									
Less than $10,000	1.1	39.2	11.3	19.0	1.4	6.7	3.5	12.0	5.9
$10,000–19,999	1.1	47.4	10.7	15.2	0.9	6.7	3.1	9.2	5.8
$20,000–29,999	1.2	55.3	9.6	12.2	0.6	7.4	2.4	6.6	4.7
$30,000–49,999	1.0	59.5	9.8	10.5	0.5	6.7	2.3	4.9	4.9
$50,000 or more	0.8	60.5	8.2	10.3	0.3	8.6	3.0	3.3	5.1
Parents' education									
High school diploma or less	0.9	50.5	11.2	13.9	0.9	7.7	3.1	6.7	5.2
Some postsecondary education	0.6	43.5	12.3	19.0	0.8	7.7	4.1	4.7	7.3
Bachelor's degree or higher	0.4	31.7	11.6	27.0	0.6	9.5	8.9	3.1	7.3
Disability status									
No disability reported	0.6	41.3	11.7	20.4	0.8	8.6	5.7	4.7	6.3
Some disability or difficulty	1.0	48.5	10.1	16.3	0.7	7.8	3.6	6.3	5.8
Average hours worked while enrolled									
Did not work	0.8	33.4	11.7	24.3	1.1	8.5	7.5	6.3	6.5
Worked part time	0.5	31.5	13.4	26.2	0.8	9.6	7.0	4.0	7.0
Worked full time	0.7	57.8	9.4	11.0	0.6	7.3	2.8	5.0	5.3

†Not applicable

[1]For those enrolled in one institution.

[2]Refers to NPSAS institution only.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 1.4.—Percentage distribution of undergraduates, by class level: 1999–2000

Institutional and student characteristics	Class level					
	First year	Second year	Third year	Fourth or fifth year	Senior/ bachelor's in 1999–2000	Unclassified
Total	34.6	24.8	13.2	9.1	9.1	9.3
4-year sector[1]						
Public and private not-for-profit	20.2	19.8	21.7	15.9	18.4	4.0
Public	19.7	19.4	21.6	17.7	17.7	4.0
Private not-for-profit	21.4	20.8	22.0	11.9	20.0	4.1
Institution type[1]						
Public	36.3	25.7	11.4	8.8	7.5	10.3
Less-than-2-year	30.4	9.7	3.9	3.5	0.0	52.5
2-year	48.7	30.7	4.0	2.2	0.0	14.3
4-year nondoctorate-granting	23.7	20.7	21.2	15.8	14.4	4.1
4-year doctorate-granting	17.4	18.6	21.8	18.7	19.7	3.9
Private not-for-profit	22.9	21.3	20.9	11.4	19.0	4.5
Less-than-4-year	51.0	31.2	2.3	3.1	0.0	12.5
4-year nondoctoral -granting	21.5	21.1	20.8	12.4	19.7	4.6
4-year doctorate nting	21.2	20.3	23.8	11.0	20.5	3.3
Private for-profit	53.0	19.1	6.1	6.2	2.3	13.3
More than one institu	27.7	26.9	21.2	9.2	10.1	5.0
Attendance intensity						
Exclusively full-time	33.0	25.5	16.2	9.4	12.3	3.7
Mixed full-time and part-time	25.3	28.5	15.6	13.1	10.0	7.5
Exclusively part-time	41.3	22.1	7.8	6.6	4.1	18.1
Attendance status						
Full-time, full-year	26.6	28.1	19.5	11.7	12.1	2.1
Full-time, part-year	46.8	19.1	8.4	5.2	12.6	8.0
Part-time, full-year	29.7	29.0	13.5	11.4	6.4	10.0
Part-time, part-year	44.0	19.5	6.2	5.2	5.3	19.9
Undergraduate program[1]						
Certificate	52.8	17.7	4.9	4.8	0.0	19.8
Associate's degree	48.0	36.2	5.9	3.1	0.0	6.8
Bachelor's degree	18.5	19.7	23.5	16.4	20.9	1.0
Nondegree program	31.3	7.0	1.1	1.8	0.0	58.9
Gender						
Male	35.2	24.3	12.8	9.5	8.9	9.4
Female	34.1	25.2	13.5	8.7	9.3	9.2
Race						
One race						
White	33.5	25.2	13.4	9.2	9.8	9.0
Black or African American	40.5	23.5	12.1	7.8	6.4	9.7
Asian	31.2	21.3	13.9	10.7	10.0	13.0
American Indian/Alaska Native	36.1	28.8	9.1	6.9	5.5	13.5
Native Hawaiian/Other Pacific Islander	37.2	25.1	11.4	8.6	5.8	11.9
Other race	37.6	26.0	12.6	8.9	7.9	7.0
More than one race	35.0	24.5	15.5	8.3	7.4	9.3

See footnotes at end of table.

Table 1.4.—Percentage distribution of undergraduates, by class level: 1999–2000—Continuec

Institutional and student characteristics	Class level					
	First year	Second year	Third year	Fourth or fifth year	Senior/ bachelor's in 1999–2000	Unclassified
Hispanic or Latino (any race)						
Not Hispanic or Latino	34.0	24.9	13.5	9.0	9.5	9.1
Hispanic or Latino	38.7	24.1	11.2	9.2	6.6	10.2
Dependency status						
Dependent	35.3	26.3	16.0	7.8	10.2	4.5
Independent	33.8	23.4	10.5	10.3	8.2	13.9
No dependents, unmarried	29.8	22.3	11.4	12.4	11.3	12.8
Married, no dependents	30.3	22.8	9.1	11.1	8.7	18.0
Single parent	40.5	24.3	9.6	7.8	5.6	12.2
Married parents	34.2	24.2	11.0	9.7	6.7	14.4
Age as of 12/31/99						
18 years or younger	81.1	11.3	0.6	0.4	0.2	6.4
19–23 years	27.3	28.7	18.1	9.4	11.6	5.0
24–29 years	31.5	23.0	11.4	12.7	11.6	9.8
30–39 years	33.8	25.2	10.8	9.7	6.7	13.8
40 years or older	32.0	22.2	8.7	8.7	5.8	22.5
Dependency and income level in 1998						
Dependent						
Less than $20,000	39.8	28.5	13.3	6.6	6.5	5.3
$20,000–39,999	38.5	25.9	14.8	7.7	8.7	4.5
$40,000–59,999	35.8	25.8	16.0	8.1	9.4	5.0
$60,000–79,999	34.4	25.7	16.8	8.1	11.0	4.2
$80,000–99,999	30.5	27.3	17.3	8.2	12.9	3.9
$100,000 or more	31.3	25.6	18.2	8.0	13.2	3.8
Independent						
Less than $10,000	34.2	21.1	11.3	11.9	11.6	9.9
$10,000–19,999	35.4	24.7	11.5	11.3	8.7	8.4
$20,000–29,999	34.9	25.8	9.8	9.1	7.4	13.0
$30,000–49,999	33.5	24.3	10.0	9.1	6.9	16.3
$50,000 or more	31.9	21.9	9.9	9.8	6.5	20.0
Parents' education						
High school diploma or less	38.1	26.6	12.3	8.6	7.3	7.0
Some postsecondary education	34.4	28.3	14.6	8.8	8.4	5.6
Bachelor's degree or higher	28.8	25.6	18.1	9.4	12.6	5.5
Disability status						
No disability reported	33.2	26.4	15.1	9.0	9.9	6.5
Some type of disability reported	37.2	26.8	12.3	8.9	7.0	7.9
Average hours worked while enrolled						
Did not work	39.7	23.8	14.0	7.0	9.5	6.1
Worked part time	29.2	27.0	18.0	9.9	12.9	3.1
Worked full time	35.4	27.4	11.7	8.8	6.3	10.4

[1]Refers to NPSAS institution only.

[2]Column classifications refer to NPSAS institution.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 1.5-A.—Percentage distribution of undergraduates, by attendance intensity: 1999–200C

Institutional and student characteristics	Exclusively full-time	Mixed full-time and part-time	Exclusively part-time
Total	49.3	16.3	34.5
4-year sector[1]			
Public and private not-for-profit	65.6	15.6	18.9
Public	63.4	17.0	19.6
Private not-for-profit	70.4	12.3	17.3
Institution type[1]			
Public	44.1	15.8	40.1
Less-than-2-year	58.2	5.2	36.6
2-year	29.4	15.1	55.4
4-year nondoctorate-granting	60.1	15.3	24.6
4-year doctorate-granting	65.3	18.0	16.8
Private not-for-profit	70.8	12.0	17.2
Less-than-4-year	77.6	6.8	15.6
4-year nondoctorate-granting	67.7	12.6	19.7
4-year doctorate-granting	74.7	11.8	13.5
Private, for-profit	77.9	8.2	14.0
More than one institution[2]	37.7	38.0	24.2
Class level			
Graduating seniors	66.4	18.0	15.6
All other undergraduates	47.6	16.1	36.4
Attendance status			
Full-time, full year	92.6	7.4[3]	(†)
Full-time, part year	100.0	(†)	(†)
Part-time, full year	(†)	48.2[3]	51.8
Part-time, part year	(†)	11.1[3]	88.9
Undergraduate program[1]			
Certificate	41.7	10.5	47.8
Associate's degree	36.9	17.2	46.0
Bachelor's degree	67.1	17.9	15.0
Nondegree program	15.1	11.3	73.6
Gender			
Male	50.1	15.9	34.0
Female	48.6	16.6	34.9
Race			
White	49.3	16.4	34.3
Black or African American	48.9	15.4	35.8
Asian	49.3	19.4	31.4
American Indian/Alaska Native	45.1	18.3	36.6
Native Hawaiian/Other Pacific Islander	46.7	15.9	37.4
Other race	51.8	13.0	35.3
More than one race	48.0	17.3	34.7
Hispanic or Latino (any race)			
Not Hispanic or Latino	49.6	16.3	34.1
Hispanic or Latino	47.0	16.2	36.8

See footnotes at end of table.

Table 1.5-A.—Percentage distribution of undergraduates, by attendance intensity: 1999–2000—Continuec

Institutional and student characteristics	Exclusively full-time	Mixed full-time and part-time	Exclusively part-time
Dependency status			
Dependent	66.9	16.7	16.4
Independent	32.2	15.8	52.0
No dependents, unmarried	33.3	17.5	49.2
Married, no dependents	24.1	15.7	60.2
Single parent	41.1	16.0	42.8
Married parents	27.0	13.8	59.2
Age as of 12/31/99			
18 years or younger	72.0	11.1	16.9
19–23 years	63.0	18.1	18.9
24–29 years	38.0	18.0	44.1
30–39 years	26.9	15.8	57.3
40 years or older	18.3	11.4	70.4
Dependency and income level in 1998			
Dependent			
Less than $20,000	68.4	14.5	17.1
$20,000–39,999	64.6	17.0	18.5
$40,000–59,999	65.6	17.1	17.3
$60,000–79,999	67.0	17.5	15.5
$80,000–99,999	66.7	18.8	14.5
$100,000 or more	70.5	15.5	14.0
Independent			
Less than $10,000	58.1	16.2	25.8
$10,000–19,999	44.8	18.7	36.5
$20,000–29,999	29.6	15.3	55.2
$30,000–49,999	20.2	15.2	64.6
$50,000 or more	13.2	14.2	72.7
Parents' education			
High school diploma or less	45.0	12.4	42.6
Some postsecondary education	53.5	13.5	33.0
Bachelor's degree or higher	61.1	13.1	25.8
Disability status			
No disability reported	52.8	12.7	34.5
Some type of disability reported	48.5	14.0	37.5
Average hours worked while enrolled			
Did not work	68.8	10.5	20.8
Worked part time	69.1	14.7	16.2
Worked full time	26.3	12.1	61.7

†Not applicable.

[1]Refers to NPSAS institution only.

[2]Column classifications refer to NPSAS institution.

[3]A full year is considered 9 months. If students attended full time for 9 months and then attended part time for additional months in the same academic year, they would be identified as full-time, full year for attendance pattern, but mixed full-time and part-time for overall attendance intensity. If students attended at least 9 months, with some months full-time and some part-time, they were identified as part-time, full year, but mixed full-time and part-time for overall attendance intensity

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 1.5-B.—Percentage distribution of undergraduates, by attendance status: 1999–200C

Institutional and student characteristics	Full-time, full-year	Full-time, part-year	Part-time, full-year	Part-time, part-year
Total	38.5	13.6	21.8	26.1
4-year sector[1]				
Public and private not-for-profit	56.5	12.0	17.8	13.7
Public	54.5	12.3	19.4	13.8
Private not-for-profit	61.0	11.4	14.2	13.4
Institution type[1]				
Public	34.1	11.9	24.1	29.9
Less-than-2-year	25.3	32.9	17.7	24.1
2-year	19.1	11.4	27.7	41.9
4-year nondoctorate-granting	49.3	13.3	21.7	15.6
4-year doctorate-granting	57.5	11.6	18.1	12.8
Private not-for-profit	60.1	12.7	14.0	13.2
Less-than-4-year	43.7	35.1	10.5	10.7
4-year nondoctorate-granting	56.2	13.1	15.5	15.3
4-year doctorate-granting	68.5	8.9	12.3	10.4
Private, for-profit	33.2	45.3	10.8	10.7
More than one institution[2]	43.2	11.3	21.8	23.6
Class level				
Graduating seniors	50.8	18.8	15.3	15.1
All other undergraduates	37.2	13.1	22.5	27.2
Attendance intensity				
Exclusively full-time	72.3	27.7	(†)	(†)
Mixed full-time and part-time[3]	17.5	(†)	64.6	17.9
Exclusively part-time	(†)	(†)	32.8	67.2
Undergraduate program[1]				
Certificate	18.3	24.1	21.9	35.8
Associate's degree	25.3	13.2	27.4	34.1
Bachelor's degree	60.1	11.9	16.9	11.1
Nondegree program	7.1	9.0	22.5	61.5
Gender				
Male	38.5	14.2	21.0	26.3
Female	38.5	13.2	22.5	25.9
Race/ethnicity				
White	39.4	12.8	21.9	26.0
Black or African American	33.4	18.3	20.6	27.8
Asian	41.6	12.2	20.3	26.0
American Indian/Alaska Native	26.6	20.5	28.0	24.9
Native Hawaiian/Other Pacific Islander	32.5	15.8	26.5	25.3
Other race	38.8	14.6	22.9	23.7
More than one race	38.0	12.1	24.7	25.1
Hispanic or Latino (any race)				
Not Hispanic or Latino	39.1	13.4	21.5	26.0
Hispanic or Latino	34.3	15.1	23.9	26.7

See footnotes at end of table.

Table 1.5-B.—Percentage distribution of undergraduates, by attendance status: 1999–2000—Continuec

Institutional and student characteristics	Full-time, full-year	Full-time, part-year	Part-time, full-year	Part-time, part-year
Dependency status				
Dependent	57.6	13.5	15.3	13.6
Independent	20.1	13.8	28.1	38.1
No dependents, unmarried	21.3	14.0	28.3	36.4
Married, no dependents	15.7	9.7	29.0	45.7
Single parent	24.7	18.7	23.2	33.4
Married parents	16.5	11.2	32.1	40.1
Age as of 12/31/99				
18 years or younger	59.7	14.8	11.0	14.4
19-23 years	52.7	14.7	16.7	15.9
24-29 years	24.4	15.4	26.7	33.5
30-39 years	16.4	11.7	31.6	40.3
40 years or older	10.5	8.3	32.6	48.7
Dependency and income level in 1998				
Dependent				
Less than $20,000	54.4	17.9	14.1	13.7
$20,000–39,999	54.4	14.3	16.1	15.2
$40,000–59,999	57.1	12.7	15.8	14.5
$60,000–79,999	58.2	12.9	16.4	12.5
$80,000–99,999	59.1	12.1	16.1	12.6
$100,000 or more	63.2	11.5	13.1	12.2
Independent				
Less than $10,000	35.7	25.5	17.9	20.9
$10,000–19,999	29.4	17.7	24.9	28.1
$20,000–29,999	17.5	13.2	29.8	39.5
$30,000–49,999	12.4	8.8	31.4	47.4
$50,000 or more	8.1	5.8	35.0	51.1
Parents' education				
High school diploma or less	31.5	14.5	25.7	28.3
Some postsecondary education	41.6	13.3	23.0	22.2
Bachelor's degree or higher	50.7	12.3	18.2	18.8
Disability status				
No disability reported	41.2	13.0	22.2	23.6
Some type of disability reported	33.5	16.2	24.0	26.4
Average hours worked while enrolled				
Did not work	51.6	19.1	13.2	16.1
Worked part time	58.0	13.1	17.5	11.4
Worked full time	16.4	10.3	32.3	41.0

†Not applicable.

[1]Refers to NPSAS institution only.

[2]Column classifications refer to NPSAS institution.

[3]A full year is considered 9 months. If students attended full time for 9 months and then attended part time for additional months in the same academic year, they would be identified as full-time, full year for attendance pattern, but mixed full-time and part-time for overall attendance intensity. If students attended at least 9 months, with some months full-time and some part-time, they were identified as part-time, full year, but mixed full-time and part-time for overall attendance intensity

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 1.6.—Percentage of undergraduates attending postsecondary institution in home state, the number of miles between home and postsecondary institution, and percentage of undergraduates who ever attended a community college: 1999–2000

Institutional and student characteristics	Percent attend in state	Average miles from home	Median miles from home	Percent ever attend community college
Total	88.2	88	13	73.3
4-year sector[1]				
Public and private not-for-profit	81.6	137	23	45.7
Public	88.8	102	21	47.2
Private not-for-profit	65.2	219	28	42.2
Institution type[1]				
Public	92.7	62	12	77.4
Less-than-2-year	97.4	29	9	54.6
2-year	95.5	33	9	100.0
4-year nondoctorate-granting	90.5	67	15	49.1
4-year doctorate-granting	87.8	121	26	46.1
Private not-for-profit	65.7	215	27	45.0
Less-than-4-year	74.7	155	13	95.5
4-year nondoctorate-granting	71.6	181	24	47.5
4-year doctorate-granting	55.5	278	40	34.3
Private for-profit	89.7	76	14	75.2
More than one institution[2]	86.3	94	14	86.6
Class level				
Graduating senior	79.6	169	29	53.7
All other undergraduates	89.0	79	13	75.4
Attendance intensity				
Exclusively full-time	83.2	117	18	61.0
Mixed full-time and part-time	90.6	78	12	79.0
Exclusively part-time	94.1	50	10	89.8
Attendance status				
Full-time, full-year	82.0	123	21	56.9
Full-time, part-year	87.7	93	14	75.3
Part-time, full-year	93.5	51	11	84.8
Part-time, part-year	93.1	61	10	89.4
Undergraduate program[1]				
Certificate	94.2	45	11	86.0
Associate's degree	93.7	42	10	98.9
Bachelor's degree	80.9	141	24	45.9
Nondegree program	93.5	65	9	87.8
Gender				
Male	87.0	97	14	71.8
Female	89.1	80	13	74.5
Race				
One race				
White	87.8	91	15	71.9
Black or African American	89.0	70	10	75.0
Asian	86.9	98	10	74.7
American Indian/Alaska Native	90.3	84	16	87.3
Native Hawaiian/Other Pacific Islander	89.6	99	8	84.0
Other race	91.7	60	9	79.6
More than one race	88.5	111	10	75.5

See footnotes at end of table.

Table 1.6.—Percentage of undergraduates attending postsecondary institution in home state, the number of miles between home and postsecondary institution, and percentage of undergraduates who ever attended a community college: 1999–2000—Continued

Institutional and student characteristics	Percent attend in state	Average miles from home	Median miles from home	Percent ever attend community college
Hispanic or Latino (any race)				
Not Hispanic or Latino	87.4	91	14	72.6
Hispanic or Latino	93.7	61	9	79.3
Dependency status				
Dependent	83.5	118	19	59.7
Independent	92.7	58	10	87.3
No dependents, unmarried	92.6	67	10	86.2
Married, no dependents	92.2	73	11	87.1
Single parent	93.8	47	10	86.4
Married parents	91.9	48	12	89.3
Age as of 12/31/99				
18 years or younger	84.4	114	18	56.9
19–23 years	84.4	112	17	62.5
24–29 years	91.8	66	10	85.1
30–39 years	93.3	51	11	91.1
40 years or older	95.2	40	10	92.0
Dependency and income level in 1998				
Dependent				
Less than $20,000	89.3	85	13	66.5
$20,000–39,999	86.3	106	16	62.7
$40,000–59,999	85.4	101	17	60.9
$60,000–79,999	82.7	124	20	59.9
$80,000–99,999	81.1	132	26	56.4
$100,000 or more	75.3	167	30	51.9
Independent				
Less than $10,000	92.3	65	10	79.7
$10,000–19,999	92.9	59	10	86.0
$20,000–29,999	92.8	54	10	89.1
$30,000–49,999	92.2	60	10	90.0
$50,000 or more	93.0	51	11	90.5
Parents' education				
High school diploma or less	92.0	51	11	81.6
Some postsecondary education	89.2	72	13	75.2
Bachelor's degree or higher	82.1	119	16	64.0
Disability status				
No disability reported	87.4	83	13	72.5
Some type of disability reported	90.8	61	12	79.9
Average hours worked while enrolled				
Did not work	82.3	112	19	64.4
Worked part time	86.2	96	15	64.4
Worked full time	92.1	49	10	87.1

[1]Refers to NPSAS institution only.

[2]Column classifications refer to NPSAS institution.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 1.7-A.—The percentage of undergraduates who took any distance education courses in 1999–2000, and among those who did, the percentage reporting various ways in which the courses were delivered

Institutional and student characteristics	Took any courses	Mode of delivery if participated		
		Live, interactive	Internet	Pre-recorded
Total	8.4	37.0	59.0	39.1
4-year sector[1]				
Public and private not-for-profit	7.2	34.1	62.7	33.2
Public	7.4	36.7	60.2	31.9
Private not-for-profit	6.7	27.3	69.3	36.7
Institution type[1]				
Public	8.6	38.1	57.4	39.2
Less-than-2-year	1.8	(#)	(#)	(#)
2-year	9.6	39.0	55.7	43.3
4-year nondoctorate-granting	7.8	36.2	64.9	30.1
4-year doctorate-granting	7.1	37.1	57.1	33.1
Private not-for-profit	6.6	28.2	69.3	37.1
Less-than-4-year	6.0	47.0	70.0	44.6
4-year nondoctorate-granting	7.3	27.9	68.8	35.6
4-year doctorate-granting	5.6	26.2	70.3	38.9
Private for-profit	4.5	27.9	69.8	25.4
More than one institution[2]	12.3	40.9	57.2	44.5
Class level				
Graduating senior	8.7	33.6	60.7	31.9
All other undergraduates	8.3	37.4	58.8	39.9
Attendance intensity				
Exclusively full-time	7.2	39.5	57.8	36.8
Mixed full-time and part-time	11.5	34.0	62.6	38.7
Exclusively part-time	9.0	35.5	58.7	42.1
Attendance status				
Full-time, full-year	7.7	39.0	59.5	36.9
Full-time, part-year	5.8	42.4	52.4	39.7
Part-time, full-year	10.8	35.4	61.0	41.6
Part-time, part-year	8.6	34.1	58.2	39.4
Undergraduate program[1]				
Certificate	7.1	43.6	60.5	46.5
Associate's degree	10.3	38.1	55.4	41.2
Bachelor's degree	7.3	33.6	63.0	34.9
Nondegree program	5.9	39.9	58.5	33.4
Gender				
Male	7.3	34.5	60.8	40.1
Female	9.2	38.6	57.9	38.5
Race				
One race				
White	8.6	34.6	58.2	37.6
Black or African American	8.3	46.9	60.8	37.1
Asian	6.8	40.4	69.7	36.3
American Indian/Alaska Native	10.9	52.2	44.9	41.1
Native Hawaiian/Other Pacific Islander	9.7	(#)	(#)	(#)
Other race	6.2	41.9	63.1	56.0
More than one race	9.3	27.7	63.6	46.9

See footnotes at end of table.

Table 1.7-A.—The percentage of undergraduates who took any distance education courses in 1999–2000, and among those who did, the percentage reporting various ways in which the courses were deliverec —Continued

Institutional and student characteristics	Took any courses	Mode of delivery if participated		
		Live, interactive	Internet	Pre-recorded
Hispanic or Latino (any race)				
Not Hispanic or Latino	8.6	36.6	59.2	38.1
Hispanic or Latino	6.8	41.3	56.8	50.0
Dependency status				
Dependent	6.3	40.5	58.0	39.8
Independent	10.5	34.9	59.6	38.7
No dependents, unmarried	8.1	37.1	56.1	41.2
Married, no dependents	10.7	33.7	60.8	40.8
Single parent	10.7	38.6	59.6	38.5
Married parents	12.4	31.7	61.3	36.6
Age as of 12/31/99				
18 years or younger	4.3	41.2	65.1	32.3
19–23 years	6.9	40.2	56.9	41.8
24–29 years	10.1	35.2	56.1	42.7
30–39 years	12.5	32.6	63.0	35.7
40 years or older	10.2	36.1	60.9	34.2
Dependency and income level in 1998				
Dependent				
Less than $20,000	6.3	41.3	60.4	40.3
$20,000–39,999	6.2	44.3	63.0	39.2
$40,000–59,999	6.5	42.5	58.2	41.5
$60,000–79,999	6.9	39.3	59.4	38.4
$80,000–99,999	7.2	37.8	45.5	45.4
$100,000 or more	5.2	35.3	58.3	34.2
Independent				
Less than $10,000	9.2	42.3	63.4	38.6
$10,000–19,999	8.6	43.0	54.0	41.8
$20,000–29,999	10.9	37.6	59.8	39.0
$30,000–49,999	10.9	31.2	58.3	37.9
$50,000 or more	12.2	27.7	61.4	37.6
Parents' education				
High school diploma or less	8.6	38.1	57.4	35.3
Some postsecondary education	9.6	36.5	60.0	41.7
Bachelor's degree or higher	7.4	36.5	59.8	41.3
Disability status				
No disability reported	8.2	37.5	58.4	39.2
Some type of disability reported	9.9	33.1	63.6	38.5
Average hours worked while enrolled				
Did not work	6.4	34.4	61.6	31.6
Worked part time	7.9	38.7	56.4	40.3
Worked full time	9.9	36.1	60.7	40.3

#Too small to report.

[1]Refers to NPSAS institution only.

[2]Column classifications refer to NPSAS institution.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 1.7-B.—Among undergraduates who participated in distance education courses, the percentage distribution of their reported satisfaction compared to regular classes: 1999–2000

Institutional and student characteristics	More satisfied	Liked both the same	Less satisfied
Total	22.7	47.3	30.0
4-year sector[1]			
Public and private not-for-profit	19.9	50.7	29.3
Public	20.2	50.6	29.2
Private not-for-profit	19.3	51.1	29.6
Institution type[1]			
Public	22.9	47.6	29.4
Less-than-2-year	(#)	(#)	(#)
2-year	24.4	46.0	29.5
4-year nondoctorate-granting	21.9	50.2	27.9
4-year doctorate-granting	19.1	50.9	30.1
Private not-for-profit	19.3	51.4	29.3
Less-than-4-year	20.3	55.9	23.8
4-year nondoctorate-granting	22.7	49.0	28.3
4-year doctorate-granting	12.4	55.4	32.2
Private for-profit	22.0	39.2	38.8
More than one institution[2]	24.5	42.3	33.3
Class level			
Graduating senior	17.2	50.3	32.5
All other undergraduates	23.3	47.0	29.8
Attendance intensity			
Exclusively full-time	19.2	47.5	33.4
Mixed full-time and part-time	23.2	47.5	29.3
Exclusively part-time	26.7	47.1	26.3
Attendance status			
Full-time, full-year	19.1	48.7	32.2
Full-time, part-year	18.2	43.3	38.6
Part-time, full-year	25.0	45.9	29.1
Part-time, part-year	27.2	48.4	24.4
Undergraduate program[1]			
Certificate	25.0	43.6	31.4
Associate's degree	23.9	46.2	29.9
Bachelor's degree	20.3	50.0	29.7
Nondegree program	24.9	43.8	31.4
Gender			
Male	22.2	47.8	30.1
Female	23.0	47.0	30.0
Race			
One race			
White	21.0	47.6	31.4
Black or African American	26.1	46.7	27.3
Asian	20.7	51.0	28.4
American Indian/Alaska Native	27.3	51.3	21.4
Native Hawaiian/Other Pacific Islander	(#)	(#)	(#)
Other race	29.8	48.5	21.7
More than one race	34.4	29.6	36.0

See footnotes at end of table.

Table 1.7-B.—Among undergraduates who participated in distance education courses, the percentage distribution of their reported satisfaction compared to regular classes: 1999–2000—Continued

Institutional and student characteristics	More satisfied	Liked both the same	Less satisfied
Hispanic or Latino (any race)			
Not Hispanic or Latino	22.2	47.4	30.4
Hispanic or Latino	27.2	46.3	26.6
Dependency status			
Dependent	18.4	47.1	34.5
Independent	25.4	47.4	27.2
No dependents, unmarried	23.6	55.4	21.0
Married, no dependents	21.7	51.2	27.1
Single parent	27.6	45.2	27.2
Married parents	26.4	42.5	31.1
Age as of 12/31/99			
18 years or younger	27.8	37.3	35.0
19–23 years	18.7	48.2	33.1
24–29 years	22.9	52.3	24.8
30–39 years	23.5	48.4	28.2
40 years or older	30.1	40.0	29.9
Dependency and income level in 1998			
Dependent			
Less than $20,000	19.1	32.8	48.1
$20,000–39,999	23.5	50.7	25.8
$40,000–59,999	17.7	49.8	32.5
$60,000–79,999	14.8	55.2	30.0
$80,000–99,999	16.8	43.9	39.3
$100,000 or more	18.0	43.2	38.8
Independent			
Less than $10,000	23.6	45.4	31.0
$10,000–19,999	26.5	46.4	27.1
$20,000–29,999	32.0	47.7	20.3
$30,000–49,999	22.4	47.2	30.4
$50,000 or more	23.9	49.2	26.8
Parents' education			
High school diploma or less	25.0	47.6	27.4
Some postsecondary education	23.1	47.9	29.0
Bachelor's degree or higher	19.5	46.3	34.2
Disability status			
No disability reported	22.1	47.5	30.5
Some type of disability reported	27.6	45.8	26.6
Average hours worked while enrolled			
Did not work	21.6	49.3	29.1
Worked part time	20.2	49.1	30.6
Worked full time	25.0	45.3	29.7

#Too small to report.

[1]Refers to NPSAS institution only.

[2]Column classifications refer to NPSAS institution.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Section 2: Degree Program, Field of Study, and GPA

Undergraduate Program

- Forty-four percent of undergraduates were enrolled in a bachelor's degree program, compared with 38 percent who were enrolled in an associate's degree program, and 12 percent were pursuing a vocational certificate (table 2.1).
- High-income dependent students were more likely than their low- and middle-income dependent peers to be enrolled in a bachelor's degree program: 69 percent of dependent undergraduates in the highest income quartile were enrolled in a bachelor's degree program, compared with 57 percent of those in the middle quartiles, and 49 percent in the low quartile (table 2.1).

Undergraduate Major

- Among undergraduates with a declared major, the two fields with the highest proportions of students were business (19 percent) and arts and humanities (18 percent; table 2.2).
- Two prominent gender differences were found in engineering and health: 11 percent of men, compared with 2 percent of women majored in engineering, while 4 percent of men and 15 percent of women majored in health. Women were also more likely than men to major in education, while men were more likely to major in computer science and vocational/technical fields (table 2.2).

Undergraduate GPA

- Women were more likely to earn mostly A's in college than were men (16 versus 12 percent; table 2.3).
- Older students, and in particular those 40 or older, were more likely to earn mostly A's than were students 18 or younger or 19–23 (33 percent versus 10 percent and 8 percent, respectively; table 2.3).

Table 2.1.—Percentage distribution of undergraduates, by undergraduate program: 1999–2000

Institutional and student characteristics	Certificate	Associate's degree	Bachelor's degree	Nondegree program
Total	12.1	37.5	43.8	6.6
4-year sector[1]				
Public and private not-for-profit	2.6	6.1	87.7	3.6
Public	2.7	5.8	87.5	4.1
Private not-for-profit	2.6	6.8	88.3	2.3
Institution type[1]				
Public				
Less-than-2-year	92.2	0.0	0.0	7.8
2-year	17.2	72.8	0.0	10.1
4-year nondoctorate-granting	3.4	11.6	80.3	4.7
4-year doctorate-granting	2.3	2.4	91.6	3.8
Private not-for-profit				
Less-than-4-year	30.3	68.0	0.0	1.7
4-year nondoctorate-granting	2.9	8.8	86.1	2.3
4-year doctorate-granting	2.2	3.7	91.8	2.4
Private for-profit	44.8	33.8	15.8	5.7
More than one institution[2]	11.0	31.8	51.2	6.1
Class level				
Graduating senior	0.0	0.0	100.0	0.0
All other undergraduates	13.4	41.3	38.1	7.2
Attendance intensity				
Exclusively full-time	10.3	28.1	59.6	2.0
Mixed full-time and part-time	7.8	39.6	48.0	4.6
Exclusively part-time	16.8	50.1	19.1	14.0
Gender				
Male	12.3	36.4	44.5	6.7
Female	12.0	38.4	43.2	6.5
Race				
One race				
White	10.8	36.8	45.6	6.8
Black or African American	18.1	40.0	37.0	5.0
Asian	9.7	33.5	46.8	10.0
American Indian/Alaska Native	12.7	49.0	27.6	10.7
Native Hawaiian/Other Pacific Islander	16.5	43.4	31.8	8.3
Other race	17.2	40.9	37.7	4.2
More than one race	13.5	40.3	42.1	4.2
Hispanic or Latino (any race)				
Not Hispanic or Latino	11.6	37.1	44.8	6.6
Hispanic or Latino	16.5	41.0	36.3	6.3

See footnotes at end of table.

Table 2.1.—Percentage distribution of undergraduates, by undergraduate program: 1999–2000—Continued

Institutional and student characteristics	Certificate	Associate's degree	Bachelor's degree	Nondegree program
Dependency status				
Dependent	5.9	32.1	58.1	3.8
Independent	18.1	42.7	29.9	9.3
No dependents, unmarried	15.6	39.1	36.1	9.2
Married, no dependents	16.7	41.3	29.0	13.1
Single parent	20.1	46.0	26.7	7.2
Married parents	20.1	44.7	26.2	9.0
Age as of 12/31/99				
18 years or younger	7.8	36.8	49.5	5.9
19–23 years	7.2	33.2	55.7	3.9
24–29 years	14.4	42.1	36.6	6.9
30–39 years	20.1	44.9	26.9	8.1
40 years or older	22.9	40.2	21.4	15.5
Dependent income quartiles				
Low quartile	7.8	39.1	49.2	3.9
Middle quartiles	6.3	32.9	57.1	3.8
High quartile	3.4	24.0	68.8	3.8
Independent income quartiles				
Low quartile	19.0	37.7	37.7	5.6
Middle quartiles	17.8	45.2	28.3	8.8
High quartile	17.9	42.7	25.7	13.7
Parents' education				
High school diploma or less	19.5	42.7	33.4	4.5
Some postsecondary education	11.9	42.3	42.2	3.7
Bachelor's degree or higher	8.4	30.0	57.7	4.0
Disability status				
No disability reported	13.6	37.0	45.1	4.3
Some type of disability reported	17.3	41.7	36.0	5.0
Average hours worked while enrolled				
Did not work	14.7	29.9	51.7	3.7
Worked part time	9.5	31.3	56.9	2.3
Worked full time	18.2	48.1	26.9	6.9

[1]Refers to NPSAS institution only.

[2]Column classifications refer to NPSAS institution.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 2.2.—Percentage distribution of undergraduates with a declared major, by field of study: 1999–2000

Institutional and student characteristics	Arts and humanities	Social/ behavioral sciences	Life sciences	Physical sciences	Math	Computer/ information science	Engineering	Education	Business/ management	Health	Vocational/ technical	Other professional or technical
Total	17.6	9.2	5.2	1.2	0.8	8.6	5.6	8.1	18.6	10.2	5.1	10.0
4-year sector[1]												
Public and private not-for-profit	14.4	14.1	7.4	1.7	0.9	5.8	5.9	10.1	20.3	8.7	2.6	8.2
Public	13.4	13.7	7.7	1.8	0.9	5.5	6.7	10.3	19.0	9.3	2.8	8.8
Private not-for-profit	16.7	15.0	6.6	1.5	1.0	6.5	4.1	9.6	23.1	7.4	1.9	6.7
Institution type[1]												
Public												
Less-than-2-year	3.0	0.0	0.3	0.1	0.1	12.9	9.7	0.9	15.0	18.1	23.1	16.9
2-year	22.2	4.6	3.2	0.7	0.7	10.8	4.9	6.7	17.0	11.4	8.4	9.4
4-year nondoctorate-granting	12.4	12.9	6.0	1.7	0.9	6.3	4.2	13.8	20.0	9.8	4.2	7.9
4-year doctorate-granting	13.9	14.2	8.7	1.8	0.9	5.1	8.2	8.4	18.4	9.0	2.1	9.4
Private not-for-profit												
Less-than-4-year	19.0	2.6	2.3	0.8	0.1	9.5	5.8	5.8	24.2	13.7	7.2	9.0
4-year nondoctorate-granting	15.9	14.0	5.6	1.0	0.8	7.5	2.7	11.4	24.7	8.0	2.4	6.0
4-year doctorate-granting	17.8	16.7	8.1	2.2	1.2	4.9	6.2	6.8	20.7	6.5	1.2	7.7
Private for-profit	10.3	0.1	0.4	0.1	0.1	18.9	7.2	0.4	16.5	12.9	1.8	31.4
More than one institution[2]	20.5	10.2	6.3	1.7	0.7	6.8	5.5	9.2	17.3	10.7	3.7	7.5
Class level												
Graduating senior	13.8	17.0	7.4	1.5	0.8	4.3	4.8	9.0	21.5	9.2	2.3	8.3
All other undergraduates	18.0	8.3	4.9	1.1	0.8	9.1	5.7	8.0	18.3	10.3	5.4	10.1
Attendance intensity												
Exclusively full-time	16.0	11.0	6.2	1.5	0.7	7.5	5.7	8.1	18.0	9.8	4.7	10.8
Mixed full-time and part-time	18.1	9.2	5.4	1.1	0.9	7.7	5.4	8.7	18.9	10.8	3.9	9.9
Exclusively part-time	20.0	6.1	3.3	0.8	0.8	11.1	5.3	7.7	19.5	10.5	6.4	8.6
Gender												
Male	16.6	7.6	5.4	1.6	0.9	12.6	10.8	4.4	18.6	4.1	9.4	8.2
Female	18.3	10.4	5.0	0.9	0.7	5.6	1.6	10.9	18.6	14.9	1.8	11.3

See footnotes at end of table.

Table 2.2.—Percentage distribution of undergraduates with a declared major, by field of study: 1999–2000—Continued

Institutional and student characteristics	Arts and humanities	Social/ behavioral sciences	Life sciences	Physical sciences	Math	Computer/ information science	Engineering	Education	Business/ management	Health	Vocational/ technical	Other professional or technical
Race												
One race												
White	18.6	9.4	5.3	1.3	0.8	7.7	5.4	8.7	18.1	9.9	5.1	9.7
Black or African American	12.2	8.6	3.4	0.6	0.5	10.3	4.1	8.3	19.5	14.1	5.9	12.7
Asian	17.6	7.9	8.0	1.5	1.0	18.0	8.1	1.9	20.6	6.6	1.9	6.8
American Indian/Alaska Native	19.6	8.2	5.1	0.9	2.0	8.3	5.5	8.7	17.8	9.7	3.9	10.3
Native Hawaiian/Other Pacific Islander	24.1	8.3	7.5	1.2	0.9	8.4	7.3	2.4	12.5	11.8	5.7	9.9
Other race	15.6	9.4	4.9	0.6	0.5	8.4	6.9	7.3	20.8	8.7	7.3	9.8
More than one race	19.9	10.2	5.9	0.9	1.1	7.0	8.9	5.0	20.0	8.0	3.5	9.6
Hispanic or Latino (any race)												
Not Hispanic or Latino	17.5	9.3	5.3	1.2	0.8	8.8	5.5	8.2	18.4	10.4	4.9	9.7
Hispanic or Latino	18.0	8.4	4.5	0.8	0.6	7.8	6.3	6.9	20.4	8.5	6.3	11.8
Dependency status												
Dependent	18.9	11.5	7.0	1.5	0.9	6.2	6.0	8.3	17.9	8.2	4.1	9.6
Independent	16.3	6.9	3.4	0.9	0.7	11.0	5.2	7.9	19.3	12.2	6.1	10.3
No dependents, unmarried	19.3	8.2	4.5	1.0	0.6	10.8	6.2	6.1	18.3	9.2	5.3	10.5
Married, no dependents	18.2	5.1	3.3	1.1	1.0	12.1	5.1	8.2	19.7	12.0	5.4	8.9
Single parent	13.9	7.4	2.7	0.8	0.7	10.2	4.0	7.2	20.4	14.1	6.1	12.5
Married parents	14.1	5.8	3.0	0.7	0.6	11.5	5.1	10.4	19.2	13.8	7.3	8.6
Parents' education												
High school diploma or less	13.2	7.5	4.0	0.7	0.5	10.0	6.1	8.9	20.7	12.1	6.9	9.5
Some postsecondary education	15.2	9.3	4.9	1.2	0.6	7.6	5.4	9.3	18.8	11.1	6.1	10.6
Bachelor's degree or higher	18.0	11.2	6.5	1.6	1.0	7.6	6.3	8.1	18.3	8.4	4.1	9.0
Disability status												
No disability reported	15.6	9.1	5.2	1.2	0.7	8.3	6.1	8.7	19.4	10.5	5.7	9.5
Some type of disability reported	17.5	10.8	4.4	0.8	0.5	11.1	4.7	8.5	16.9	8.9	5.4	10.5
Average hours worked while enrolled												
Did not work	15.2	10.1	5.6	1.4	0.6	8.3	6.1	8.8	18.2	10.2	4.2	11.1
Worked part time	16.6	11.1	6.6	1.3	0.8	6.7	5.3	9.5	16.6	10.9	4.1	10.5
Worked full time	15.1	6.7	3.2	0.9	0.5	10.7	6.7	7.6	22.7	9.9	8.1	7.9

[1]Refers to NPSAS institution only.

[2]Column classifications refer to NPSAS institution.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 2.3.—Percentage distribution of undergraduates, by their undergraduate grade point average: 1999–2000

Institutional and student characteristics	C's and D's or lower	B's and C's	Mostly B's	A's and B's	Mostly A's
Total	33.5	16.4	24.6	10.9	14.5
4-year sector[1]					
Public and private not-for-profit	30.7	20.3	26.6	11.1	11.3
Public	34.4	21.2	25.1	9.7	9.7
Private not-for-profit	22.4	18.2	30.1	14.4	15.0
Institution type[2]					
Public					
Less-than-2-year	23.5	4.7	25.0	23.2	23.6
2-year	38.2	13.2	22.3	9.8	16.6
4-year nondoctorate-granting	36.4	21.5	23.6	8.4	10.0
4-year doctorate-granting	33.2	21.0	25.9	10.4	9.6
Private not-for-profit					
Less-than-4-year	30.1	14.4	25.7	11.9	17.9
4-year nondoctorate-granting	23.5	17.5	28.5	13.9	16.6
4-year doctorate-granting	20.7	19.2	32.4	15.1	12.5
Private for-profit	25.6	12.1	23.8	16.2	22.3
More than one institution[2]	29.7	14.1	26.0	12.6	17.6
Class level					
Graduating senior	15.8	21.9	34.5	14.7	13.0
All other undergraduates	35.4	15.8	23.6	10.5	14.7
Attendance intensity					
Exclusively full-time	32.4	18.8	26.4	11.5	11.0
Mixed full-time and part-time	34.2	19.2	24.9	9.7	12.0
Exclusively part-time	34.9	11.6	21.9	10.6	21.0
Gender					
Male	38.8	16.6	22.6	9.6	12.4
Female	29.4	16.2	26.2	12.0	16.2
Race					
One race					
White	30.3	16.2	25.3	11.7	16.5
Black or African American	48.9	16.0	20.3	7.5	7.3
Asian	32.2	17.7	26.4	10.1	13.6
American Indian/Alaska Native	41.8	16.9	23.3	9.7	8.3
Native Hawaiian/ Other Pacific Islander	39.6	19.7	22.3	9.7	8.7
Other race	39.3	17.8	24.3	9.5	9.0
More than one race	34.0	15.8	25.8	11.9	12.5
Hispanic or Latino (any race)					
Not Hispanic or Latino	32.4	16.4	24.7	11.3	15.2
Hispanic or Latino	41.8	16.7	23.7	8.3	9.6

See footnotes at end of table.

Table 2.3.—Percentage distribution of undergraduates, by their undergraduate grade point average: 1999–2000 —Continued

Institutional and student characteristics	C's and D's or lower	B's and C's	Mostly B's	A's and B's	Mostly A's
Dependency status					
Dependent	38.2	18.8	25.2	9.4	8.4
Independent	29.0	14.0	24.1	12.4	20.6
No dependents, unmarried	31.7	16.1	23.8	11.4	16.9
Married, no dependents	22.7	11.5	22.7	14.1	29.0
Single parent	38.9	14.9	23.8	9.1	13.3
Married parents	20.0	12.2	25.4	15.6	26.9
Age as of 12/31/99					
18 years or younger	42.6	14.7	23.4	9.4	10.0
19–23 years	38.1	19.0	25.1	9.4	8.3
24–29 years	33.3	16.9	24.7	10.3	14.9
30–39 years	23.1	13.2	25.9	14.8	23.0
40 years or older	20.1	10.1	22.0	14.8	33.0
Dependent income quartiles					
Low quartile	44.6	17.4	23.4	8.4	6.2
Middle quartiles	37.9	18.9	25.0	9.2	8.9
High quartile	32.6	19.8	27.2	10.8	9.5
Independent income quartiles					
Low quartile	39.2	17.1	23.6	9.4	10.7
Middle quartiles	28.7	14.6	24.5	12.3	20.0
High quartile	19.8	10.0	23.6	15.4	31.1
Parents' education					
High school diploma or less	31.2	15.6	24.6	12.3	16.4
Some postsecondary education	33.7	16.7	25.0	10.8	13.8
Bachelor's degree or higher	28.5	17.7	26.3	12.4	15.1
Disability status					
No disability reported	30.1	16.6	25.5	12.1	15.7
Some type of disability reported	37.0	16.2	23.0	10.3	13.6
Average hours worked while enrolled					
Did not work	29.3	16.0	25.5	12.5	16.8
Worked part time	31.0	19.5	27.0	11.4	11.1
Worked full time	31.3	13.8	23.2	12.2	19.4

[1]Refers to NPSAS institution only.

[2]Column classifications refer to NPSAS institution.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Section 3: Student Characteristics

Gender

- In 1999–2000, more women than men attended postsecondary education: 56 percent of undergraduates were women (table 3.1).
- Among undergraduates attending public 4-year institutions, the proportion of women attending nondoctoral institutions was higher than the proportion attending doctoral institutions (58 versus 53 percent; table 3.1).
- Undergraduates age 30–39 and 40 or older were more likely than 19- to 23-year-old students to be women (table 3.1).
- The youngest students (18 or younger) were also more likely to be women (59 percent) than those ages 19–23 (54 percent) or 24–29 (53 percent; table 3.1).
- Undergraduates whose parents had completed no more than a high school education were more likely to be women (59 percent) than undergraduates whose parents had attained a bachelor's degree or higher (52 percent; table 3.1).

Race/Ethnicity

- Nearly 30 percent of 1999–2000 undergraduates identified themselves as a race other than White, including 13 percent who were Black, 6 percent who were Asian, and 5 percent who chose "other" as race. About 1 percent of undergraduates were American Indian/Alaska Native or Native Hawaiian/Other Pacific Islander (table 3.2).
- Among undergraduates of any race, 7 percent reported their ethnicity as Hispanic (table 3.2).
- First-generation students (i.e., those whose parents had no more than a high school education), were more likely to be Black (16 percent) or to be of Hispanic ethnicity (18 percent) than undergraduates whose parents had earned a bachelor's degree or higher (8 percent and 7 percent, respectively; table 3.2).

Age (as of 12/31/99)

- Roughly half of 1999–2000 undergraduates (48 percent) were between the ages of 19 and 23, and about one-in-ten were 18 or younger. Seventeen percent were 24–29, 14 percent were between 30 and 39, and 12 percent were 40 and older. Undergraduates' average age was 26 (table 3.3).

- Students enrolled in public less-than-2-year or 2-year institutions were more likely to be age 40 or older than those in public 4-year institutions (22 percent and 18 percent versus 6 percent); they were also more likely than their counterparts in public 4-year institutions to be in their thirties: about 19 percent of those enrolled in public 2-year institutions and 26 percent in public less-than-2-year institutions were 30–39 years of age, compared with 9 percent of those enrolled in public 4-year institutions (table 3.3).
- There were also race differences in terms of age of undergraduates: 18 percent of Black undergraduates were 30–39 years old, compared with 11 percent of their Asian and 13 percent of their White counterparts (table 3.3).

Dependency Status

- Undergraduates enrolled in public 4-year institutions were much more likely to be dependent (62 percent) than those in public 2-year (36 percent) or public less-than-2-year (21 percent) institutions (table 3.4).
- Male students were more likely than their female counterparts to be dependent (52 percent versus 47 percent; table 3.4).
- Exclusively full-time students also were more likely to be dependent (67 percent) than mixed full-time/part-time undergraduates (51 percent) or exclusively part-time undergraduates (23 percent; table 3.4).
- Black students and American Indian/Alaska Native students were less likely than White undergraduates to be dependent (37 percent and 33 percent versus 51 percent; table 3.4).

Income

- About 7 percent of undergraduates were low-income dependent students (less than $20,000 family income), and 10 percent were low-income independent students (less than $10,000 student income; table 3.5a).
- Examining dependent students separately, those enrolled in private not-for-profit 4-year doctorate-granting institutions were more likely to be from families with incomes of $100,000 a year or more than students in most other types of institutions. Roughly one-quarter (27 percent) of dependent undergraduates enrolled in private not-for-profit 4-year doctorate-granting institutions came from families with incomes of more than $100,000 a year, compared with about one-fifth (19 percent) of undergraduates in public 4-year doctorate-granting institutions, 12 percent in public 2-year institutions, and 6 percent of dependents from private for-profit institutions (table 3.5b).
- Dependent undergraduates attending private for-profit institutions were more likely to be from low-income families than students attending most other types of institutions (exception was private not-for-profit less-than-4-year institutions) (table 3.5b).

- Among dependent undergraduates, White students were less likely than Black students to be from families with annual incomes under $20,000. About 10 percent of dependent White students came from low-income families, compared with 27 percent of dependent Black students (table 3.5b).
- Similar to dependent students, independent White undergraduates were less likely to earn under $10,000 than independent Black or Asian students. About 18 percent of White students earned less than $10,000, compared with 26 percent of Black students and 25 percent of Asians (table 3.5c).

Marital Status

- Just over one-fifth (22 percent) of 1999–2000 undergraduates were married (table 3.6).
- Consistent with age differences across institutions, students in public and private not-for-profit 4-year institutions (who tend to be younger) were much less likely than students in public 2-year or public less-than-2-year institutions to be married (15 percent versus 29 and 35 percent, respectively; table 3.6).

Parenthood

- Just over one-quarter of undergraduates had children or dependents (11 percent had one and 16 percent had two or more; table 3.7).
- Men were more likely than women to be childless (78 percent compared to 69 percent), while women were much more likely to be single parents (16 versus 9 percent; table 3.7).
- The higher the level of education completed by undergraduates' parents, the less likely students were to be single parents. (table 3.7).

High School Diploma

- About 5 percent of 1999–2000 undergraduates completed high school by passing the General Educational Development (GED) or equivalent exam (table 3.8).
- Due in part to different admission requirements, students enrolled in private for-profit institutions were more likely to have completed a GED than undergraduates enrolled in 4-year institutions: 12 percent of undergraduates enrolled in private for-profit institutions earned their high school credential by passing the GED, compared with 2 percent in 4-year public and private not-for-profit institutions combined (table 3.8).

Local Residence

- In 1999–2000, undergraduates were more likely to live off campus, not with parents (60 percent) than to live on campus (16 percent) or with parents (24 percent; table 3.9).

- Consistent with the higher proportion of students attending private not-for-profit 4-year institutions out of state, students in these institutions were more likely to live on campus than students attending public 4-year public institutions (38 versus 23 percent; table 3.9).

Citizenship

- In 1999–2000, about 7 percent of undergraduates were not U.S. citizens, including 5 percent who were permanent residents and 2 percent who were foreign students (table 3.10).
- Sixty percent of Asian undergraduates were U.S. citizens and 25 percent were permanent residents, compared with 87 percent of Hispanic undergraduates who were U.S. citizens and 11 percent who were permanent residents (table 3.10).

Parent's Education

- Undergraduates were less likely to have parents with a bachelor's degree or higher than to have parents with some postsecondary education or less: 40 percent had parents with a bachelor's degree, whereas 37 percent had parents with a high school diploma or less and 23 percent had some postsecondary education (table 3.11).
- One-half of students in public or private not-for-profit 4-year institutions had parents who had attained a bachelor's degree or higher, compared with 31 percent of those attending public 2-year institutions, and 26 percent attending private for-profit institutions (table 3.11).

Table 3.1.—Percentage distribution of undergraduates, by gender: 1999–2000

Institutional and student characteristics	Male	Female
Total	43.7	56.3
4-year sector*		
Public and private not-for-profit	44.7	55.3
Public	45.4	54.6
Private not-for-profit	43.2	56.8
Institution type*		
Public		
Less-than-2-year	49.5	50.5
2-year	43.7	56.3
4-year nondoctorate-granting	42.5	57.5
4-year doctorate-granting	47.1	52.9
Private not-for-profit		
Less-than-4-year	42.8	57.2
4-year nondoctorate-granting	41.4	58.6
4-year doctorate-granting	46.0	54.0
Private for-profit	39.9	60.1
More than one institution	39.4	60.7
Class level		
Graduating senior	42.6	57.4
All other undergraduates	43.8	56.2
Attendance intensity		
Exclusively full-time	44.5	55.5
Mixed full-time and part-time	42.8	57.2
Exclusively part-time	43.1	56.9
Race		
One race		
White	44.3	55.7
Black or African American	37.3	62.7
Asian	48.3	51.7
American Indian/Alaska Native	41.1	59.0
Native Hawaiian/Other Pacific Islander	47.3	52.7
Other race	45.0	55.0
More than one race	46.7	53.3
Hispanic or Latino (any race)		
Hispanic or Latino	43.6	56.4
Not Hispanic or Latino	44.5	55.5

See footnotes at end of table.

Table 3.1.—Percentage distribution of undergraduates, by gender: 1999–2000—Continued

Institutional and student characteristics	Male	Female
Dependency status		
Dependent	46.7	53.3
Independent	40.8	59.2
No dependents, unmarried	49.8	50.3
Married, no dependents	42.6	57.4
Single parent	30.1	69.9
Married parents	39.8	60.2
Age as of 12/31/99		
18 years or younger	41.0	59.0
19–23 years	45.8	54.2
24–29 years	46.5	53.5
30–39 years	40.0	60.0
40 years or older	37.7	62.3
Dependent income quartiles		
Low quartile	43.6	56.4
Middle quartiles	47.1	52.9
High quartile	48.9	51.1
Independent income quartiles		
Low quartile	40.8	59.2
Middle quartiles	40.2	59.8
High quartile	42.2	57.8
Parents' education		
High school diploma or less	40.6	59.4
Some postsecondary education	40.4	59.6
Bachelor's degree or higher	47.9	52.1
Disability status		
No disability reported	43.8	56.2
Some type of disability reported	41.0	59.0
Average hours worked while enrolled		
Did not work	41.2	58.8
Worked part time	41.6	58.4
Worked full time	46.7	53.3

*Refers to NPSAS institution only.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 3.2.—Percentage distribution of undergraduates, by race and Hispanic ethnicity: 1999–2000

Institutional and student characteristics	One race reported						More than one race reported	Hispanic/Latino any race	
	White	Black or African American	Asian	American Indian/ Alaska Native	Native Hawaiian/ other Pacific Islander	Other		Yes	No
Total	72.4	12.9	5.6	1.1	0.9	5.5	1.7	7.2	92.8
4-year sector*									
Public and private not-for-profit	75.4	11.1	5.7	0.8	0.6	4.7	1.7	5.9	94.1
Public	75.0	11.3	6.3	0.8	0.7	4.7	1.5	6.2	93.8
Private not-for-profit	76.4	10.6	4.5	0.9	0.5	4.7	2.3	5.2	94.8
Institution type*									
Public									
Less-than-2-year	62.8	22.8	5.8	1.3	0.6	4.5	2.2	6.5	93.5
2-year	70.8	13.7	5.6	1.4	1.1	5.8	1.6	8.0	92.0
4-year nondoctorate-granting	74.2	12.8	4.7	0.8	0.8	5.1	1.6	7.4	92.6
4-year doctorate-granting	75.5	10.3	7.2	0.7	0.6	4.4	1.4	5.5	94.5
Private not-for-profit									
Less-than-4-year	64.7	20.0	4.5	0.9	0.3	8.0	1.5	8.3	91.7
4-year nondoctorate-granting	78.6	10.6	2.6	1.2	0.5	4.3	2.2	4.8	95.2
4-year doctorate-granting	73.2	10.6	7.4	0.5	0.6	5.3	2.6	5.9	94.1
Private for-profit	62.0	20.6	4.9	0.6	1.0	8.8	2.1	12.1	87.9
More than one institution	71.1	12.4	6.0	1.1	0.9	6.5	2.0	8.1	91.9
Class level									
Graduating senior	77.5	9.0	6.1	0.7	0.6	4.7	1.4	5.8	94.2
All other undergraduates	71.9	13.3	5.6	1.1	0.9	5.5	1.8	7.4	92.6
Attendance intensity									
Exclusively full-time	72.4	12.8	5.6	1.0	0.8	5.8	1.7	7.4	92.7
Mixed full-time and part-time	73.0	12.2	6.7	1.2	0.8	4.4	1.8	5.9	94.1
Exclusively part-time	72.1	13.4	5.1	1.1	0.9	5.6	1.7	7.7	92.3
Gender									
Male	73.4	11.0	6.2	1.0	0.9	5.6	1.8	7.1	92.9
Female	71.6	14.4	5.2	1.1	0.8	5.4	1.6	7.3	92.7
Dependency status									
Dependent	75.4	9.8	5.8	0.7	0.9	5.6	1.8	7.0	93.1
Independent	69.5	15.8	5.4	1.4	0.8	5.4	1.7	7.5	92.5
No dependents, unmarried	70.5	12.8	7.5	1.4	1.3	5.0	1.6	6.6	93.5
Married, no dependents	81.1	6.3	5.8	1.2	0.5	3.5	1.5	4.0	96.0
Single parent	57.1	28.0	4.3	1.7	0.5	6.5	2.0	9.7	90.3
Married parents	73.5	13.2	3.8	1.4	0.8	5.9	1.5	8.6	91.4

See footnotes at end of table.

Table 3.2.—Percentage distribution of undergraduates, by racial–ethnic group: 1999–2000—Continued

Institutional and student characteristics	One race reported						More than one race reported	Hispanic/Latino any race	
	White	Black or African American	Asian	American Indian/ Alaska Native	Native Hawaiian/ other Pacific Islander	Other		Yes	No
Age as of 12/31/99									
18 years or younger	74.2	10.6	5.5	1.0	0.9	5.8	2.1	7.6	92.4
19–23 years	74.1	11.2	5.7	0.8	0.8	5.6	1.8	7.1	92.9
24–29 years	66.7	15.1	7.4	1.6	1.0	6.5	1.6	8.9	91.1
30–39 years	69.8	16.6	4.5	1.2	1.2	5.1	1.6	7.1	92.9
40 years or older	75.5	13.7	4.1	1.3	0.4	3.6	1.3	5.4	94.6
Dependent income quartiles									
Low quartile	59.4	18.7	8.5	1.0	1.1	8.9	2.5	12.2	87.8
Middle quartiles	78.9	8.0	5.1	0.7	0.8	4.9	1.7	5.9	94.1
High quartile	83.9	5.0	4.7	0.5	0.8	3.8	1.3	4.4	95.6
Independent income quartiles									
Low quartile	62.4	20.7	6.5	1.2	1.0	6.3	1.9	8.5	91.6
Middle quartiles	68.3	16.5	5.1	1.7	0.8	5.9	1.7	8.5	91.5
High quartile	78.5	9.9	4.9	1.1	0.8	3.5	1.4	4.7	95.3
Parents' education									
High school diploma or less	65.1	15.6	4.3	1.1	0.8	11.5	1.7	17.6	82.5
Some postsecondary education	72.7	13.5	3.2	1.3	0.6	6.2	2.4	9.9	90.2
Bachelor's degree or higher	76.3	8.3	6.1	0.8	1.1	5.4	1.9	6.9	93.1
Disability status									
No disability reported	71.0	12.2	5.1	0.9	0.8	8.1	1.9	12.2	87.8
Some type of disability reported	75.1	11.3	2.2	2.2	0.9	6.1	2.3	10.3	89.7
Average hours worked while enrolled									
Did not work	68.1	11.7	8.5	1.1	1.0	7.9	1.6	12.9	87.1
Worked part time	73.4	10.9	4.7	0.8	0.8	7.3	2.1	10.6	89.4
Worked full time	70.6	13.6	3.2	1.2	0.7	8.8	2.0	13.0	87.1

*Refers to NPSAS institution only.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 3.3.—Percentage distribution of undergraduates, by age and their average and median age (as of 12/31/99): 1999–2000

Institutional and student characteristics	18 years or younger	19–23 years	24–29 years	30–39 years	40 or older	Average age	Median age
Total	9.5	47.7	17.0	13.9	11.9	26	22
4-year sector*							
Public and private not-for-profit	10.9	58.3	14.5	9.4	6.9	24	21
Public	10.5	58.9	15.9	8.7	6.0	24	21
Private not-for-profit	11.6	57.0	11.5	11.0	8.9	25	21
Institution type*							
Public							
Less-than-2-year	4.3	28.2	19.6	25.6	22.3	31	28
2-year	8.5	36.6	18.4	18.5	17.9	29	24
4-year nondoctorate-granting	10.0	53.3	16.7	12.0	8.0	25	21
4-year doctorate-granting	10.8	62.1	15.5	6.7	4.9	23	21
Private not-for-profit							
Less-than-4-year	14.7	51.2	14.3	11.7	8.1	25	20
4-year nondoctorate-granting	10.1	51.8	13.1	14.1	10.9	26	21
4-year doctorate-granting	14.0	65.2	9.0	6.1	5.7	23	20
Private for-profit	6.7	37.0	28.2	18.0	10.1	27	24
More than one institution	7.9	56.2	15.9	11.5	8.6	25	21
Class level							
Graduating senior	0.2	60.4	21.6	10.3	7.5	26	22
All other undergraduates	10.4	46.5	16.5	14.3	12.4	26	22
Attendance intensity							
Exclusively full-time	13.9	61.1	13.1	7.6	4.4	23	20
Mixed full-time and part-time	6.5	53.0	18.7	13.5	8.3	25	22
Exclusively part-time	4.6	26.2	21.7	23.1	24.3	32	28
Gender							
Male	8.9	50.0	18.1	12.7	10.3	26	22
Female	9.9	45.9	16.1	14.8	13.2	27	22
Race							
One race							
White	9.7	48.8	15.6	13.4	12.4	26	22
Black or African American	7.8	41.6	20.0	17.9	12.7	27	23
Asian	9.3	48.2	22.5	11.3	8.8	26	22
American Indian/Alaska Native	8.5	36.6	24.7	15.6	14.6	28	24
Native Hawaiian/Other Pacific Islander	9.7	46.1	20.2	18.6	5.4	26	22
Other race	10.1	48.9	20.3	13.0	7.8	25	22
More than one race	11.8	50.0	15.7	13.3	9.1	26	21

See footnotes at end of table.

Table 3.3.—Percentage distribution of undergraduates, by age and their average and median age (as of 12/31/99): 1999–2000—Continued

Institutional and student characteristics	18 years or younger	19–23 years	24–29 years	30–39 years	40 or older	Average age	Median age
Hispanic or Latino (any race)							
Not Hispanic or Latino	9.4	47.9	16.5	13.9	12.3	26	22
Hispanic or Latino	9.9	46.3	20.4	13.9	9.5	26	22
Dependency status							
Dependent	18.0	82.0	(†)	(†)	(†)	20	19
Independent	1.3	14.6	33.4	27.3	23.4	33	29
No dependents, unmarried	0.6	5.3	55.7	22.1	16.4	31	27
Married, no dependents	0.4	16.1	25.6	23.6	34.3	36	32
Single parent	3.7	31.8	24.8	24.1	15.6	29	26
Married parents	0.3	7.9	20.0	38.9	32.9	36	35
Dependent income quartiles							
Low quartile	18.3	81.7	(†)	(†)	(†)	20	19
Middle quartiles	17.9	82.1	(†)	(†)	(†)	20	19
High quartile	17.7	82.3	(†)	(†)	(†)	20	19
Independent income quartiles							
Low quartile	3.2	27.6	41.2	16.9	11.0	28	25
Middle quartiles	0.7	13.4	37.6	28.0	20.2	32	29
High quartile	0.5	4.6	17.5	35.9	41.5	38	37
Parents' education							
High school diploma or less	16.9	26.6	17.9	19.0	19.6	29	25
Some postsecondary education	25.1	36.6	17.8	11.7	8.7	25	21
Bachelor's degree or higher	27.1	42.7	14.9	9.1	6.2	24	21
Disability status							
No disability reported	22.9	35.8	17.0	13.3	11.1	26	22
Some type of disability reported	16.7	25.7	16.3	18.6	22.8	31	26
Average hours worked while enrolled							
Did not work	30.4	32.1	13.0	12.1	12.3	26	21
Worked part time	29.8	45.6	13.0	6.8	4.7	23	20
Worked full time	10.2	24.8	23.2	22.0	19.8	30	27

†Not applicable.

*Refers to NPSAS institution only.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 3.4.—Percentage distribution of undergraduates, by dependency status and among independents, their marital and parenthood status: 1999–2000

Institutional and student characteristics	Dependent	Independent	Among independents			
			No dependents, unmarried	No dependents, married	With dependents, unmarried (single parents)	With dependents, married
Total	49.1	50.9	30.7	16.5	23.8	29.0
4-year sector*						
Public and private not-for-profit	62.7	37.3	35.6	16.3	22.3	25.8
Public	62.4	37.6	37.5	15.7	22.9	23.9
Private not-for-profit	63.3	36.7	31.1	17.7	21.0	30.2
Institution type*						
Public						
Less-than-2-year	21.1	78.9	20.1	12.7	31.4	35.7
2-year	36.3	63.7	27.9	17.9	23.8	30.4
4-year nondoctorate-granting	56.3	43.7	33.1	15.3	23.3	28.3
4-year doctorate-granting	66.0	34.0	40.8	16.0	22.7	20.5
Private not-for-profit						
Less-than-4-year	52.6	47.4	24.6	11.7	38.6	25.2
4-year nondoctorate-granting	56.7	43.3	29.6	17.9	19.8	32.8
4-year doctorate-granting	73.4	26.6	34.9	17.2	24.0	23.9
Private for-profit	27.1	72.9	29.6	9.6	31.4	29.5
More than one institution	57.1	42.9	32.1	14.0	20.5	33.4
Class level						
Graduating senior	54.6	45.4	42.7	17.4	16.2	23.7
All other undergraduates	48.6	51.4	29.6	16.4	24.5	29.4
Attendance intensity						
Exclusively full-time	66.7	33.3	31.5	12.8	29.7	26.0
Mixed full-time and part-time	50.6	49.5	33.9	16.4	24.8	24.9
Exclusively part-time	23.3	76.7	29.2	18.8	19.9	32.1
Gender						
Male	52.5	47.5	37.7	17.1	18.2	27.1
Female	46.5	53.5	25.9	16.1	27.7	30.3
Race						
One race						
White	51.2	48.8	31.3	19.1	19.8	29.9
Black or African American	37.4	62.6	24.6	7.1	41.3	27.0
Asian	51.0	49.0	42.5	17.9	19.6	19.9
American Indian/Alaska Native	32.7	67.3	30.0	14.0	28.5	27.5
Native Hawaiian/Other Pacific Islander	50.8	49.2	47.4	11.3	15.5	25.8
Other race	49.9	50.1	27.9	11.3	27.7	33.1
More than one race	50.8	49.2	28.6	16.2	28.1	27.2

See footnotes at end of table.

Table 3.4.—Percentage distribution of undergraduates, by dependency status and among independents, their marital and parenthood status: 1999–2000—Continued

Institutional and student characteristics	Dependent	Independent	Among independents			
			No dependents, unmarried	No dependents, married	With dependents, unmarried (single parents)	With dependents, married
Hispanic or Latino (any race)						
Not Hispanic or Latino	49.6	50.4	31.2	17.0	23.2	28.7
Hispanic or Latino	45.7	54.3	27.7	12.8	28.5	31.1
Age as of 12/31/99						
18 years or younger	93.2	6.9	13.5	5.2	75.2	6.1
19–23 years	84.4	15.6	10.7	18.1	55.6	15.7
24–29 years	(†)	100.0	51.9	12.7	17.5	17.9
30–39 years	(†)	100.0	24.8	14.2	19.5	41.5
40 years or older	(†)	100.0	20.9	24.2	15.4	39.6
Independent income quartiles						
Low quartile	(†)	100.0	45.2	6.9	37.2	10.7
Middle quartiles	(†)	100.0	33.4	14.2	25.1	27.3
High quartile	(†)	100.0	11.7	30.0	8.6	49.7
Disability status						
No disability reported	52.2	47.8	29.8	14.4	21.3	34.5
Some type of disability reported	36.7	63.3	30.8	14.4	23.3	31.6
Average hours worked while enrolled						
Did not work	56.5	43.5	25.3	14.4	20.7	39.7
Worked part time	69.6	30.4	36.5	13.2	23.1	27.2
Worked full time	28.0	72.0	28.6	14.9	21.0	35.5

†Not applicable.

*Refers to NPSAS institution only.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 3.5-A.—Percentage distribution of undergraduates, by 1998 income and dependency status: 1999–2000

Institutional and student characteristics	Dependents' income						Independents' income				
	Less than $20,000	$20,000–39,999	$40,000–59,999	$60,000–79,999	$80,000–99,999	$100,000 or more	Less than $10,000	$10,000–19,999	$20,000–29,999	$30,000–49,999	$50,000 or more
Total	6.5	10.2	10.6	8.4	5.5	7.9	10.1	9.7	8.1	10.7	12.2
4-year sector*											
Public and private not-for-profit	7.1	12.0	13.2	11.0	7.6	11.8	9.0	7.7	5.7	6.9	8.1
Public	7.1	12.4	13.4	10.9	7.7	10.9	9.8	8.0	5.6	6.9	7.2
Private not-for-profit	7.1	11.2	12.8	11.1	7.4	13.6	7.3	6.8	5.7	6.9	10.1
Institution type*											
Public	2.5	5.9	5.3	4.2	1.8	1.3	16.5	16.7	14.6	16.0	15.1
Less-than-2-year	5.6	8.3	8.5	6.2	3.3	4.4	9.4	11.0	10.7	15.2	17.6
2-year	7.6	12.2	12.7	9.6	6.5	7.8	10.0	9.1	6.8	9.2	8.7
4-year nondoctorate-granting	6.8	12.5	13.9	11.7	8.4	12.7	9.7	7.4	5.0	5.7	6.3
4-year doctorate-granting											
Private not-for-profit	10.7	11.6	11.9	8.6	4.1	5.8	17.7	11.4	6.8	6.9	4.6
Less-than-4-year	7.0	11.2	12.4	10.3	6.2	9.7	7.9	7.7	7.1	8.4	12.3
4-year nondoctorate-granting	7.2	11.3	13.5	12.3	9.4	19.8	6.5	5.5	3.5	4.6	6.6
4-year doctorate-granting	8.1	7.1	4.9	3.5	1.9	1.7	24.7	18.2	10.9	10.7	8.3
Private for-profit	7.4	12.3	11.0	9.3	7.2	10.0	9.5	9.0	6.2	8.4	9.8
More than one institution											
Class level	4.7	9.7	10.9	10.2	7.7	11.5	12.8	9.3	6.6	8.1	8.7
Graduating senior	6.7	10.2	10.6	8.3	5.2	7.6	9.8	9.8	8.3	11.0	12.6
All other undergraduates											
Gender	6.4	11.0	11.3	9.0	5.9	9.0	9.4	8.6	7.7	10.0	11.9
Male	6.6	9.6	10.0	8.0	5.1	7.1	10.6	10.7	8.4	11.3	12.5
Female											

See footnotes at end of table.

Table 3.5-A.—Percentage distribution of undergraduates, by 1994 income and dependency status: 1999–2000—Continued

Institutional and student characteristics	Dependents' income						Independents' income				
	Less than $20,000	$20,000–39,999	$40,000–59,999	$60,000–79,999	$80,000–99,999	$100,000 or more	Less than $10,000	$10,000–19,999	$20,000–29,999	$30,000–49,999	$50,000 or more
Race											
One race											
White	5.0	9.6	11.6	9.7	6.3	9.1	8.6	8.5	7.7	10.8	13.2
Black or African American	10.3	11.8	6.1	3.9	2.4	3.1	16.5	14.6	11.1	11.0	9.3
Asian	11.4	11.2	10.5	6.4	3.9	7.7	12.0	9.9	6.8	9.5	10.7
American Indian/Alaska Native	6.9	7.6	6.4	4.7	3.6	3.6	13.1	12.9	12.9	15.8	12.7
Native Hawaiian/ Other Pacific Islander	6.4	16.5	8.2	6.6	5.3	7.8	11.4	10.6	7.4	9.2	10.7
Other race	12.4	12.3	10.2	5.8	3.9	5.4	11.8	12.7	8.0	9.8	7.9
More than one race	10.1	11.5	9.8	9.4	4.1	5.9	10.5	12.3	7.2	9.5	9.8
Hispanic or Latino (any race)											
Not Hispanic or Latino	5.7	9.9	10.9	8.9	5.8	8.4	9.6	9.4	8.0	10.8	12.6
Hispanic or Latino	12.9	12.1	8.3	5.2	3.0	4.2	13.5	12.4	9.0	10.2	9.2
Parents' education											
High school diploma or less	8.0	10.4	8.1	5.1	2.2	2.6	11.1	11.7	10.4	13.8	16.6
Some postsecondary education	8.2	12.4	12.4	10.1	5.6	5.2	9.0	9.5	7.6	9.8	10.2
Bachelor's degree or higher	4.6	9.4	12.3	11.2	9.5	17.8	7.3	6.9	5.5	7.3	8.2
Disability status											
No disability reported	6.7	10.6	10.9	8.8	6.0	9.2	8.3	9.1	7.7	10.3	12.4
Some type of disability reported	5.8	7.1	7.6	6.5	3.8	6.0	16.0	13.0	10.0	12.7	11.6
Average hours worked while enrolled											
Did not work	7.5	10.4	9.4	8.8	7.0	13.5	13.1	7.1	5.7	8.4	9.2
Worked part time	8.2	14.4	15.0	12.5	8.1	11.4	10.6	8.2	3.7	3.8	4.1
Worked full time	4.5	6.0	6.5	4.5	2.7	3.8	5.5	12.0	13.5	18.8	22.3

*Refers to NPSAS institution only.

NOTE:Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 3.5-B.—Percentage distribution of dependent undergraduates, by 1998 family income: 1999–2000

Institutional and student characteristics	Less than $20,000	$20,000–39,999	$40,000–59,999	$60,000–79,999	$80,000–99,999	$100,000 or more
Total	13.3	20.8	21.6	17.2	11.1	16.2
4-year sector*						
Public and private not-for-profit	11.3	19.2	21.1	17.5	12.2	18.8
Public	11.3	19.8	21.5	17.5	12.4	17.5
Private not-for-profit	11.2	17.8	20.2	17.5	11.7	21.6
Institution type*						
Public						
Less-than-2-year	11.9	28.0	25.3	20.0	8.5	6.2
2-year	15.4	22.9	23.3	17.1	9.2	12.0
4-year nondoctorate-granting	13.5	21.6	22.5	17.0	11.6	13.9
4-year doctorate-granting	10.3	18.9	21.1	17.7	12.7	19.3
Private not-for-profit						
Less-than-4-year	20.3	22.1	22.7	16.3	7.7	11.0
4-year nondoctorate-granting	12.4	19.7	21.8	18.2	10.9	17.0
4-year doctorate-granting	9.8	15.5	18.3	16.7	12.8	27.0
Private for-profit	29.7	26.0	18.0	13.0	7.1	6.2
More than one institution	12.9	21.6	19.2	16.2	12.6	17.5
Class level						
Graduating senior	8.5	17.8	20.0	18.6	14.1	21.0
All other undergraduates	13.8	21.1	21.8	17.0	10.8	15.6
Attendance intensity						
Exclusively full-time	13.6	20.0	21.2	17.2	11.1	17.0
Mixed full-time and part-time	11.5	21.0	22.1	18.0	12.5	15.0
Exclusively part-time	13.9	23.4	22.8	16.2	9.8	13.8
Gender						
Male	12.2	20.9	21.6	17.1	11.2	17.1
Female	14.2	20.6	21.6	17.2	11.0	15.4
Race						
One race						
White	9.7	18.8	22.6	18.9	12.3	17.8
Black or African American	27.4	31.5	16.3	10.4	6.3	8.2
Asian	22.3	22.0	20.6	12.4	7.6	15.1
American Indian/Alaska Native	21.2	23.2	19.5	14.3	10.9	10.9
Native Hawaiian/Other Pacific Islander	12.6	32.5	16.2	12.9	10.3	15.4
Other race	24.8	24.7	20.4	11.6	7.8	10.8
More than one race	20.0	22.7	19.3	18.5	8.0	11.6

See footnotes at end of table.

Table 3.5-B.—Percentage distribution of dependent undergraduates, by 1998 family income: 1999–2000—Continued

Institutional and student characteristics	Less than $20,000	$20,000–39,999	$40,000–59,999	$60,000–79,999	$80,000–99,999	$100,000 or more
Hispanic or Latino (any race)						
Not Hispanic or Latino	11.4	20.0	22.0	17.9	11.7	17.0
Hispanic or Latino	28.3	26.4	18.3	11.3	6.5	9.2
Age as of 12/31/99						
18 years or younger	13.1	21.7	20.4	18.0	10.8	16.0
19–23 years	13.3	20.5	21.9	17.0	11.2	16.2
24–29 years	(†)	(†)	(†)	(†)	(†)	(†)
30–39 years	(†)	(†)	(†)	(†)	(†)	(†)
40 years or older	(†)	(†)	(†)	(†)	(†)	(†)
Dependent income quartiles						
Low quartile	55.3	44.7	0.0	0.0	0.0	0.0
Middle quartiles	0.0	19.7	42.3	33.6	4.4	0.0
High quartile	0.0	0.0	0.0	0.1	35.3	64.6
Parents' education						
High school diploma or less	21.9	28.7	22.4	14.1	6.0	7.1
Some postsecondary education	15.2	23.0	23.0	18.8	10.4	9.6
Bachelor's degree or higher	7.1	14.5	18.9	17.3	14.7	27.5
Disability status						
No disability reported	12.9	20.3	20.9	16.9	11.4	17.6
Some type of disability reported	15.8	19.3	20.6	17.6	10.4	16.2
Average hours worked while enrolled						
Did not work	13.2	18.4	16.6	15.5	12.4	23.9
Worked part time	11.8	20.7	21.6	17.9	11.7	16.4
Worked full time	16.0	21.3	23.4	16.1	9.7	13.6

†Not applicable.

*Refers to NPSAS institution only.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 3.5-C.—Percentage distribution of independent undergraduates, by 1998 student income: 1999–2000

Institutional and student characteristics	Less than $10,000	$10,000–19,999	$20,000–29,999	$30,000–49,999	$50,000 or more
Total	19.8	19.1	16.0	21.1	24.0
4-year sector*					
Public and private not-for-profit	24.2	20.5	15.1	18.6	21.7
Public	26.0	21.4	15.0	18.5	19.2
Private not-for-profit	20.0	18.5	15.4	18.7	27.4
Institution type*					
Public					
Less-than-2-year	20.9	21.2	18.5	20.2	19.2
2-year	14.7	17.2	16.8	23.8	27.5
4-year nondoctorate-granting	22.8	20.8	15.5	21.0	20.0
4-year doctorate-granting	28.4	21.8	14.7	16.6	18.6
Private not-for-profit					
Less-than-4-year	37.3	24.1	14.4	14.5	9.7
4-year nondoctorate-granting	18.2	17.7	16.4	19.3	28.3
4-year doctorate-granting	24.3	20.5	13.1	17.2	25.0
Private for-profit	34.0	25.0	15.0	14.7	11.4
More than one institution	22.2	21.1	14.4	19.6	22.8
Class level					
Graduating senior	28.1	20.5	14.5	17.7	19.2
All other undergraduates	19.1	19.0	16.1	21.4	24.4
Attendance intensity					
Exclusively full-time	35.7	26.6	14.7	13.2	9.8
Mixed full-time and part-time	20.3	22.6	15.4	20.3	21.5
Exclusively part-time	9.8	13.4	16.9	26.2	33.6
Gender					
Male	19.8	18.0	16.2	21.0	25.1
Female	19.9	19.9	15.8	21.2	23.3
Race					
One race					
White	17.6	17.4	15.7	22.2	27.1
Black or African American	26.4	23.4	17.8	17.6	14.9
Asian	24.5	20.2	13.9	19.5	21.9
American Indian/Alaska Native	19.4	19.1	19.2	23.4	18.8
Native Hawaiian/Other Pacific Islander	23.2	21.4	15.0	18.7	21.7
Other race	23.5	25.3	16.0	19.5	15.7
More than one race	21.3	25.0	14.5	19.2	19.9

See footnotes at end of table.

Table 3.5-C.—Percentage distribution of independent undergraduates, by 1998 student income: 1999–2000 —Continued

Institutional and student characteristics	Less than $10,000	$10,000–19,999	$20,000–29,999	$30,000–49,999	$50,000 or more
Hispanic or Latino (any race)					
Not Hispanic or Latino	19.1	18.6	15.9	21.4	25.0
Hispanic or Latino	24.8	22.8	16.6	18.8	17.0
Independent status					
No dependents, unmarried	29.5	24.6	17.7	19.5	8.8
Married, no dependents	6.7	9.1	12.9	25.2	46.1
Single parent	31.6	27.9	17.1	15.7	7.8
Married parents	4.7	10.1	14.7	25.7	44.7
Age as of 12/31/99					
18 years or younger	58.2	7.7	13.0	13.3	7.8
19–23 years	39.4	26.8	13.8	12.8	7.2
24–29 years	23.4	26.8	18.2	19.0	12.5
30–39 years	12.2	13.8	16.8	25.5	31.8
40 years or older	9.3	10.2	13.3	24.5	42.7
Independent income quartiles					
Low quartile	81.9	18.2	0.0	0.0	0.0
Middle quartiles	0.0	29.4	31.8	38.9	0.0
High quartile	0.0	0.0	0.0	6.1	93.9
Parents' education[2]					
High school diploma or less	17.4	18.4	16.3	21.7	26.2
Some postsecondary education	19.5	20.7	16.5	21.2	22.1
Bachelor's degree or higher	20.7	19.7	15.6	20.7	23.3
Disability status[2]					
No disability reported	17.4	19.0	16.2	21.5	25.8
Some type of disability reported	25.3	20.5	15.8	20.1	18.4
Average hours worked while enrolled					
Did not work	30.1	16.4	13.1	19.2	21.2
Worked part time	34.8	27.0	12.2	12.5	13.6
Worked full time	7.6	16.6	18.7	26.0	31.0

*Refers to NPSAS institution only.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 3.6.—Percentage distribution of undergraduates, by marital status: 1999–2000

Institutional and student characteristics	Not married	Married	Separated
Total	76.9	21.6	1.5
4-year sector[1]			
Public and private not-for-profit	84.3	14.8	0.9
Public	85.2	14.0	0.9
Private not-for-profit	82.4	16.5	1.2
Institution type[1]			
Public			
Less-than-2-year	61.8	35.5	2.8
2-year	69.2	29.1	1.7
4-year nondoctorate-granting	80.9	17.6	1.5
4-year doctorate-granting	87.6	11.9	0.5
Private not-for-profit			
Less-than-4-year	82.5	14.7	2.8
4-year nondoctorate-granting	78.1	20.4	1.5
4-year doctorate-granting	89.1	10.3	0.6
Private for-profit	71.6	23.8	4.6
More than one institution	79.7	18.9	1.5
Class level			
Graduating senior	81.3	17.6	1.0
All other undergraduates	76.4	22.0	1.5
Attendance intensity			
Exclusively full-time	87.1	11.4	1.5
Mixed full-time and part-time	79.6	19.2	1.2
Exclusively part-time	61.0	37.4	1.6
Gender			
Male	79.0	20.2	0.8
Female	75.2	22.7	2.1
Race			
One race			
White	76.1	22.8	1.1
Black or African American	78.7	17.9	3.5
Asian	81.5	17.6	1.0
American Indian/Alaska Native	72.0	26.5	1.4
Native Hawaiian/Other Pacific Islander	81.7	17.0	1.3
Other race	77.8	19.8	2.4
More than one race	78.6	19.1	2.3
Hispanic or Latino (any race)			
Not Hispanic or Latino	77.0	21.7	1.4
Hispanic or Latino	76.2	21.4	2.4

See footnotes at end of table.

Table 3.6.—Percentage distribution of undergraduates, by marital status: 1999–2000—Continued

Institutional and student characteristics	Not married	Married	Separated
Dependency status			
Dependent	100.0	(†)	(†)
Independent	54.5	42.5	2.9
No dependents, unmarried	97.8	(†)	2.3
Married, no dependents	(†)	100.0	(†)
Single parent	91.5	(†)	8.6
Married parents	(†)	100.0	(†)
Age as of 12/31/99			
18 years or younger	99.2	0.7	(#)
19–23 years	94.7	5.0	0.3
24–29 years	69.4	28.2	2.5
30–39 years	44.3	51.6	4.1
40 years or older	36.3	60.7	3.1
Independent income quartiles			
Low quartile	82.4	12.3	5.3
Middle quartiles	58.5	38.4	3.1
High quartile	20.3	79.3	0.4
Parents' education			
High school diploma or less	66.7	31.2	2.2
Some postsecondary education	78.4	20.2	1.4
Bachelor's degree or higher	84.6	14.7	0.8
Disability status			
No disability reported	76.7	22.0	1.3
Some type of disability reported	70.9	26.9	2.3
Average hours worked while enrolled			
Did not work	76.5	21.9	1.6
Worked part time	87.7	11.3	0.9
Worked full time	63.7	34.5	1.8

#Too small to report.

†Not applicable.

[1]Refers to NPSAS institution only.

[2]Less than 0.05.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 3.7.—Percentage distribution of undergraduates, by number of dependents, and the percentage of single parents: 1999–2000

Institutional and student characteristics	Number of dependents			Single parent
	None	One	Two or more	
Total	73.1	11.3	15.6	13.3
4-year sector*				
Public and private not-for-profit	82.1	8.2	9.8	9.0
Public	82.4	8.4	9.1	9.2
Private not-for-profit	81.2	7.5	11.3	8.6
Institution type*				
Public				
Less-than-2-year	47.0	20.7	32.3	27.2
2-year	65.5	13.8	20.7	16.4
4-year nondoctorate-granting	77.5	10.4	12.1	11.1
4-year doctorate-granting	85.3	7.3	7.4	8.1
Private not-for-profit				
Less-than-4-year	69.8	13.6	16.6	20.2
4-year nondoctorate-granting	77.3	8.5	14.2	9.8
4-year doctorate-granting	87.3	6.1	6.7	6.9
Private for-profit	55.7	19.3	25.0	26.6
More than one institution	76.9	9.3	13.9	10.2
Class level				
Graduating senior	81.9	8.3	9.8	8.1
All other undergraduates	72.3	11.6	16.2	13.8
Attendance intensity				
Exclusively full-time	81.5	8.7	9.9	11.1
Mixed full-time and part-time	75.4	11.2	13.4	13.1
Exclusively part-time	60.2	15.1	24.8	16.5
Gender				
Male	78.5	9.2	12.3	9.1
Female	69.0	12.9	18.1	16.5
Race				
One race				
White	75.8	10.0	14.2	10.5
Black or African American	57.3	17.9	24.9	28.8
Asian	80.6	8.9	10.5	10.2
American Indian/Alaska Native	62.3	19.0	18.7	20.4
Native Hawaiian/Other Pacific Islander	79.7	7.3	13.0	8.4
Other race	69.6	13.5	16.9	15.7
More than one race	72.8	12.0	15.2	15.3
Hispanic or Latino (any race)				
Not Hispanic or Latino	73.9	10.8	15.3	12.7
Hispanic or Latino	67.7	14.7	17.7	17.3

See footnotes at end of table.

Table 3.7.—Percentage distribution of undergraduates, by number of dependents, and the percentage of single parents: 1999–2000—Continued

Institutional and student characteristics	Number of dependents			Single parent
	None	One	Two or more	
Independent status	47.2	22.2	30.6	26.1
No dependents, unmarried	100.0	(†)	(†)	(†)
Married, no dependents	100.0	(†)	(†)	(†)
Single parent	(†)	55.6	44.5	100.0
Married parents	(†)	28.7	71.3	(†)
Age as of 12/31/99				
18 years or younger	94.4	5.1	0.5	5.2
19–23 years	88.9	8.0	3.1	8.8
24–29 years	64.6	17.0	18.5	19.4
30–39 years	39.0	16.7	44.4	23.0
40 years or older	45.1	15.1	39.9	17.4
Independent income quartiles				
Low quartile	52.1	28.1	19.8	41.1
Middle quartiles	47.6	21.9	30.4	27.6
High quartile	41.7	17.0	41.3	8.8
Parents' education				
High school diploma or less	60.8	14.4	24.8	16.2
Some postsecondary education	74.5	10.9	14.6	12.0
Bachelor's degree or higher	83.8	7.2	9.1	6.7
Disability status				
No disability reported	73.3	10.5	16.2	11.3
Some type of disability reported	65.2	13.2	21.5	16.6
Average hours worked while enrolled				
Did not work	73.7	9.0	17.3	10.3
Worked part time	84.7	6.7	8.6	7.8
Worked full time	59.3	15.7	25.0	16.6

†Not applicable.

*Refers to NPSAS institution only.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 3.8.—Percentage distribution of undergraduates, by their high school completion status: 1999–2000

Institutional and student characteristics	High school diploma	General education (GED) or equivalent	Certificate of completion	Did not complete high school
Total	93.4	5.2	0.3	1.1
4-year sector*				
Public and private not-for-profit	97.3	2.1	0.2	0.3
Public	97.6	1.9	0.2	0.3
Private not-for-profit	96.7	2.6	0.3	0.4
Institution type*				
Public				
Less-than-2-year	81.3	12.9	1.0	4.8
2-year	90.1	7.9	0.4	1.7
4-year nondoctorate-granting	96.1	3.4	0.2	0.4
4-year doctorate-granting	98.4	1.1	0.2	0.3
Private not-for-profit				
Less-than-4-year	89.7	7.5	0.2	2.7
4-year nondoctorate-granting	95.6	3.7	0.3	0.4
4-year doctorate-granting	98.4	1.0	0.2	0.4
Private for-profit	84.2	11.7	0.6	3.5
More than one institution	96.1	3.2	0.3	0.5
Class level				
Graduating senior	97.7	1.6	0.4	0.3
All other undergraduates	93.0	5.5	0.3	1.2
Attendance intensity				
Exclusively full-time	94.7	4.1	0.3	0.9
Mixed full-time and part-time	94.6	4.4	0.2	0.8
Exclusively part-time	91.0	7.1	0.4	1.5
Gender				
Male	93.8	4.8	0.3	1.1
Female	93.1	5.5	0.3	1.2
Race				
One race				
White	94.1	4.7	0.3	1.0
Black or African American	90.9	7.2	0.4	1.6
Asian	95.0	2.7	0.7	1.6
American Indian/Alaska Native	84.6	10.0	1.4	3.9
Native Hawaiian/Other Pacific Islander	93.1	6.7	0.0	0.2
Other race	91.2	6.7	0.5	1.6
More than one race	91.2	7.4	0.6	0.8

See footnotes at end of table.

Table 3.8.—Percentage distribution of undergraduates, by their high school completion status: 1999–2000 —Continued

Institutional and student characteristics	High school diploma	General education (GED) or equivalent	Certificate of completion	Did not complete high school
Hispanic or Latino (any race)				
Not Hispanic or Latino	93.9	4.8	0.3	1.0
Hispanic or Latino	89.4	7.6	0.6	2.3
Dependency status				
Dependent	97.2	1.9	0.2	0.7
Independent	89.7	8.3	0.4	1.5
No dependents, unmarried	91.2	6.8	0.5	1.5
Married, no dependents	91.7	7.0	0.5	0.9
Single parent	85.6	11.4	0.5	2.5
Married parents	90.8	8.0	0.3	1.0
Age as of 12/31/99				
18 years or younger	95.2	2.7	0.2	2.0
19–23 years	96.3	2.7	0.2	0.8
24–29 years	91.6	6.6	0.4	1.5
30–39 years	87.8	10.5	0.5	1.3
40 years or older	89.0	9.1	0.6	1.3
Dependent income quartiles				
Low quartile	95.7	3.0	0.3	0.9
Middle quartiles	97.4	1.9	0.1	0.7
High quartile	98.1	1.1	0.3	0.6
Independent income quartiles				
Low quartile	85.2	11.4	0.5	2.9
Middle quartiles	90.2	8.1	0.3	1.3
High quartile	92.9	5.9	0.6	0.7
Parents' education				
High school diploma or less	91.2	7.6	0.4	0.9
Some postsecondary education	95.4	3.9	0.3	0.5
Bachelor's degree or higher	96.5	2.8	0.3	0.4
Disability status				
No disability reported	94.5	4.5	0.3	0.7
Some type of disability reported	88.1	10.4	0.5	1.1
Average hours worked while enrolled				
Did not work	92.1	6.1	0.3	1.5
Worked part time	95.8	3.5	0.3	0.4
Worked full time	92.9	6.2	0.4	0.6

*Refers to NPSAS institution only.

NOTE: Percentages may not add to 100 due to rounding. Does not include 1.3 percent who graduated from high school in a foreign country.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 3.9.—Percentage distribution of undergraduates, by their local residence while enrolled: 1999–2000

Institutional and student characteristics	On campus	Off campus, not with family	With parents or relatives
Total	15.7	60.1	24.2
4-year sector*			
Public and private not-for-profit	27.2	53.2	19.6
Public	22.5	56.4	21.1
Private not-for-profit	37.5	46.2	16.3
Institution type*			
Public			
Less-than-2-year	2.4	76.2	21.4
2-year	4.4	66.7	29.0
4-year nondoctorate-granting	18.3	55.5	26.2
4-year doctorate-granting	24.9	56.9	18.2
Private not-for-profit			
Less-than-4-year	18.7	53.3	28.0
4-year nondoctorate-granting	34.2	49.0	16.8
4-year doctorate-granting	42.6	42.0	15.4
Private for-profit	3.5	71.1	25.4
Class level			
Graduating senior	17.5	66.7	15.8
All other undergraduates	15.5	59.4	25.1
Attendance intensity			
Exclusively full-time	24.9	48.1	27.0
Mixed full-time and part-time	13.1	61.5	25.3
Exclusively part-time	3.8	76.4	19.8
Gender			
Male	16.6	57.3	26.1
Female	15.1	62.2	22.8
Race			
One race			
White	16.4	60.3	23.3
Black or African American	16.8	61.5	21.7
Asian	14.4	58.2	27.4
American Indian/Alaska Native	8.5	70.1	21.4
Native Hawaiian/Other Pacific Islander	8.8	59.4	31.8
Other race	8.2	54.1	37.7
More than one race	13.9	57.8	28.3

See footnotes at end of table.

Table 3.9.—Percentage distribution of undergraduates, by their local residence while enrolled: 1999–2000 —Continued

Institutional and student characteristics	On campus	Off campus, not with family	With parents or relatives
Hispanic or Latino (any race)			
Not Hispanic or Latino	16.9	60.6	22.6
Hispanic or Latino	7.5	56.2	36.4
Dependency status			
Dependent	28.6	33.1	38.3
Independent	3.3	86.1	10.7
No dependents, unmarried	4.7	77.1	18.2
Married, no dependents	2.2	93.4	4.4
Single parent	3.3	83.2	13.5
Married parents	2.1	95.1	2.8
Age as of 12/31/99			
18 years or younger	39.2	16.6	44.2
19–23 years	22.8	43.5	33.7
24–29 years	4.1	80.6	15.3
30–39 years	1.8	91.5	6.7
40 years or older	1.6	95.0	3.4
Dependent income quartiles			
Low quartile	22.8	32.4	44.8
Middle quartiles	28.6	32.5	39.0
High quartile	34.3	35.2	30.5
Independent income quartiles			
Low quartile	6.4	75.7	18.0
Middle quartiles	2.6	86.7	10.7
High quartile	1.7	94.6	3.8
Parents' education			
High school diploma or less	8.5	65.5	26.0
Some postsecondary education	14.9	56.4	28.7
Bachelor's degree or higher	23.0	53.1	24.0
Disability status			
No disability reported	15.6	58.2	26.2
Some type of disability reported	11.3	66.6	22.1
Average hours worked while enrolled			
Did not work	26.1	53.4	20.5
Worked part time	21.5	46.8	31.7
Worked full time	2.8	74.6	22.6

*Refers to NPSAS institution only.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 3.10.—Percentage distribution of undergraduates, by citizenship and federal financial aid eligibility status: 1999–2000

Institutional and student characteristics	U.S. citizen	Permanent residents, eligible for aid	Foreign students, not eligible for aid
Total	93.3	4.7	2.0
4-year sector*			
Public and private not-for-profit	94.0	3.7	2.3
Public	94.0	4.0	2.0
Private not-for-profit	93.9	3.0	3.0
Institution type*			
Public			
Less-than-2-year	93.9	5.8	0.3
2-year	92.9	5.5	1.6
4-year nondoctorate-granting	94.2	4.3	1.5
4-year doctorate-granting	94.0	3.8	2.3
Private not-for-profit			
Less-than-4-year	87.7	7.2	5.1
4-year nondoctorate-granting	95.4	2.4	2.2
4-year doctorate-granting	91.6	4.0	4.4
Private for-profit	90.9	6.9	2.2
More than one institution	93.5	5.1	1.4
Class level			
Graduating senior	93.7	3.8	2.5
All other undergraduates	93.3	4.8	1.9
Attendance intensity			
Exclusively full-time	92.9	4.8	2.3
Mixed full-time and part-time	92.3	5.8	1.9
Exclusively part-time	94.4	4.2	1.4
Gender			
Male	92.7	5.1	2.2
Female	93.9	4.4	1.8
Race			
One race			
White	97.0	2.1	0.9
Black or African American	92.7	5.9	1.4
Asian	60.5	25.1	14.4
American Indian/Alaska Native	94.5	4.8	0.7
Native Hawaiian/Other Pacific Islander	77.4	18.1	4.6
Other race	83.1	13.5	3.3
More than one race	90.1	6.0	4.0

See footnotes at end of table.

Table 3.10.—Percentage distribution of undergraduates, by citizenship and federal financial aid eligibility status: 1999–2000—Continued

Institutional and student characteristics	U.S. citizen	Permanent residents, eligible for aid	Foreign students, not eligible for aid
Hispanic or Latino (any race)			
Not Hispanic or Latino	94.3	3.8	2.0
Hispanic or Latino	86.5	11.5	2.0
Dependency status			
Dependent	93.9	4.0	2.1
Independent	92.8	5.4	1.8
No dependents, unmarried	91.3	6.1	2.6
Married, no dependents	94.1	4.0	1.9
Single parent	92.3	5.8	1.8
Married parents	94.2	5.1	0.8
Age as of 12/31/99			
18 years or younger	95.1	3.2	1.7
19–23 years	93.5	4.2	2.3
24–29 years	90.7	6.6	2.8
30–39 years	92.7	5.9	1.4
40 years or older	95.6	4.0	0.4
Dependent income quartiles			
Low quartile	88.6	9.3	2.1
Middle quartiles	94.8	2.9	2.3
High quartile	97.1	1.2	1.7
Independent income quartiles			
Low quartile	89.4	8.5	2.1
Middle quartiles	92.8	5.3	1.9
High quartile	96.0	2.7	1.3
Parents' education			
High school diploma or less	92.3	6.5	1.2
Some postsecondary education	96.7	2.5	0.8
Bachelor's degree or higher	93.0	4.1	2.9
Disability status			
No disability reported	93.3	4.7	2.0
Some type of disability reported	96.9	2.8	0.4
Average hours worked while enrolled			
Did not work	90.6	4.6	4.8
Worked part time	93.8	4.7	1.5
Worked full time	94.8	4.7	0.6

*Refers to NPSAS institution only.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 3.11.—Percentage distribution of undergraduates, by the highest level of education completed by either parent: 1999–2000

Institutional and student characteristics	High school or less	Some postsecondary education	Bachelor's degree or higher
Total	37.1	22.8	40.1
4-year sector*			
Public and private not-for-profit	28.9	21.4	49.7
Public	29.1'	22.4	48.5
Private not-for-profit	28.4	19.1	52.5
Institution type*			
Public			
Less-than-2-year	54.4	21.4	24.2
2-year	45.3	24.0	30.8
4-year nondoctorate-granting	35.8	24.2	39.9
4-year doctorate-granting	25.3	21.3	53.4
Private not-for-profit			
Less-than-4-year	43.4	23.9	32.7
4-year nondoctorate-granting	33.9	20.9	45.2
4-year doctorate-granting	20.1	16.5	63.5
Private for-profit	51.8	22.6	25.6
More than one institution	29.2	25.9	45.0
Class level			
Graduating senior	28.1	19.8	52.0
All other undergraduates	38.0	23.1	38.8
Attendance intensity			
Exclusively full-time	31.3	22.9	45.9
Mixed full-time and part-time	35.5	23.8	40.7
Exclusively part-time	46.9	22.4	30.7
Gender			
Male	34.6	21.2	44.2
Female	39.0	24.1	37.0
Race			
One race			
White	33.8	23.3	42.9
Black or African American	47.4	25.2	27.4
Asian	33.5	15.3	51.2
American Indian/Alaska Native	38.7	28.7	32.7
Native Hawaiian/Other Pacific Islander	32.7	16.4	51.0
Other race	54.2	18.1	27.6
More than one race	32.2	28.7	39.1
Hispanic or Latino (any race)			
Not Hispanic or Latino	34.6	23.3	42.2
Hispanic or Latino	56.4	19.5	24.1

See footnotes at end of table.

Table 3.11.—Percentage distribution of undergraduates, by the highest level of education completed by either parent: 1999–2000—Continued

Institutional and student characteristics	High school or less	Some postsecondary education	Bachelor's degree or higher
Dependency status			
Dependent	26.1	23.7	50.2
Independent	48.9	21.9	29.3
No dependents, unmarried	40.7	21.6	37.7
Married, no dependents	46.1	22.9	31.0
Single parent	52.5	24.0	23.4
Married parents	55.2	20.0	24.8
Age as of 12/31/99			
18 years or younger	27.8	23.9	48.3
19–23 years	27.7	24.3	48.1
24–29 years	39.7	24.4	35.9
30–39 years	52.7	20.0	27.3
40 years or older	62.0	16.9	21.1
Dependent income quartiles			
Low quartile	42.9	27.7	29.4
Middle quartiles	26.3	26.3	47.4
High quartile	11.0	15.6	73.4
Independent income quartiles			
Low quartile	44.7	22.6	32.8
Middle quartiles	49.0	22.5	28.5
High quartile	52.5	19.9	27.7
Disability status			
No disability reported	36.4	22.8	40.9
Some type of disability reported	40.7	24.1	35.2
Average hours worked while enrolled			
Did not work	34.4	18.8	46.8
Worked part time	30.2	23.7	46.1
Worked full time	45.5	24.2	30.3

*Refers to NPSAS institution only.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Section 4: Financial Aid and Credit Card Debt

Financial Aid Among All Undergraduates

- Just over one-half (55 percent) of 1999–2000 undergraduates received some form of financial aid, averaging about $6,200. Approximately 44 percent received some type of grant aid and about 29 percent received student loans (table 4.1).
- The average amount borrowed among all undergraduates was about $5,100 (table 4.1).
- Black undergraduates were more likely to receive financial aid (69 percent) than any other racial group (44 to 59 percent; table 4.1).

Dependent Student Financial Aid

- About 59 percent of dependent undergraduates received some form of financial aid, averaging about $7,400 (table 4.2a).
- Consistent with financial aid policies, dependent undergraduates from lower income families (less than $40,000) were more likely to receive financial aid than those from families with higher incomes. (table 4.2a).
- About 46 percent of dependent undergraduates received grants (averaging about $4,600) and 35 percent of students took out student loans (averaging about $4,600; table 4.2a).
- Dependent students in private for-profit institutions were more likely to receive federal financial aid (79 percent) than dependents in any other type of institution (14 to 67 percent; table 4.2a).
- Dependent students in public 4-year institutions were less likely to receive any aid (65 percent) than their counterparts in private not-for-profit 4-year institutions (81 percent; table 4.2a).

Independent Student Financial Aid

- About one-half (52 percent) of independent undergraduates received some form of financial aid, averaging about $4,900; 35 percent of independent undergraduates received federal financial aid (table 4.2b).
- About 43 percent of independent undergraduates received grants (averaging about $2,300), and 23 percent received loan aid (averaging about $5,900, table 4.2b).

- Independent Asians were less likely than their White or Black counterparts to receive financial aid (36 versus 49 and 65 percent); Black students were more likely to receive aid than White students (table 4.2b).

Number of Credit Cards in Own Name

- Nearly three-quarters of undergraduates reported owning credit cards in their own name, including 42 percent with one or two cards and 28 percent with three or more (table 4.3).
- Undergraduates had an average balance of $3,100 on all credit cards among the 45 percent who carried a balance (table 4.3).
- Though they were less likely than their older peers to report owning credit cards in their own names, about 50 percent of undergraduates 18 or younger did so, and about 30 percent carried a balance averaging about $1,000 (table 4.3).
- Graduating seniors were more likely than all undergraduates to have credit cards in their own name: 48 percent of graduating seniors had one or two cards and 38 percent had three or more, compared with 42 percent and 27 percent of other undergraduates who reported the same (table 4.3).

Table 4.1.—Percentage of undergraduates receiving financial aid for postsecondary education and among those receiving aid, the average amount of aid received: 1999–2000

Institutional and student characteristics	Received any aid	Received federal aid	Received any grants	Received any loans	Average total aid amount	Average grant amount	Average loan amount
Total	55.3	39.1	44.4	28.8	$6,206	$3,476	$5,131
4-year sector*							
Public and private not-for-profit	66.4	49.6	52.5	42.7	8,097	4,691	5,336
Public	62.1	46.4	46.3	39.6	6,188	3,203	4,834
Private not-for-profit	76.1	56.6	66.4	49.8	11,577	7,008	6,226
Institution type*							
Public	48.1	31.6	38.4	21.0	4,431	2,406	4,530
Less-than-2-year	43.9	25.3	34.1	6.3	2,712	1,924	4,697
2-year	37.8	20.7	32.7	7.4	2,311	1,571	3,319
4-year nondoctorate-granting	62.4	47.6	48.1	37.6	5,319	2,690	4,444
4-year doctorate-granting	61.9	45.7	45.3	40.7	6,693	3,518	5,043
Private not-for-profit	76.0	56.7	66.4	49.1	11,308	6,831	6,155
Less-than-4-year	75.1	57.7	66.5	37.0	6,328	3,590	4,395
4-year nondoctorate-granting	78.4	58.1	68.2	49.8	10,224	6,065	5,950
4-year doctorate-granting	72.5	54.3	63.5	49.9	13,843	8,578	6,654
Private for-profit	84.9	80.3	59.7	66.5	7,218	2,654	5,772
More than one institution	69.2	53.7	50.9	43.9	6,597	3,457	5,073
Class level							
Graduating senior	66.2	50.0	50.1	45.8	8,794	4,755	6,267
All other undergraduates	54.2	38.0	43.8	27.1	5,889	3,329	4,939
Attendance intensity							
Exclusively full-time	70.2	55.2	56.6	42.4	7,562	4,323	5,180
Mixed full-time and part-time	54.3	39.7	42.0	29.7	5,947	3,222	5,185
Exclusively part-time	34.6	15.7	28.1	9.0	2,461	1,215	4,720
Attendance status							
Full-time, full-year	72.5	56.8	58.7	45.4	8,474	4,949	5,437
Full-time, part-year	63.0	50.1	49.9	33.9	4,779	2,384	4,264
Part-time, full-year	48.5	30.3	38.6	20.5	4,467	2,262	5,318
Part-time, part-year	31.7	14.5	25.3	8.6	2,267	1,108	4,163
Undergraduate program*							
Certificate	52.3	33.9	43.0	19.8	3,802	1,784	4,965
Associate's degree	46.2	30.5	38.3	15.6	3,583	2,056	4,242
Bachelor's degree	68.3	51.8	53.4	45.8	8,425	4,844	5,425
Nondegree program	26.4	12.7	21.6	7.9	2,962	1,554	4,562
Gender							
Male	52.5	35.2	40.3	27.3	6,282	3,490	5,180
Female	57.5	42.0	47.5	30.0	6,152	3,467	5,097
Race							
One race							
White	53.7	36.7	42.1	28.7	6,312	3,521	5,156
Black or African American	68.7	52.9	57.4	35.1	5,735	3,064	5,047
Asian	43.8	32.2	37.3	21.6	7,145	4,471	5,184
American Indian/Alaska Native	57.5	40.4	51.2	22.9	5,146	3,185	4,504
Native Hawaiian/Other Pacific Islander	44.2	34.7	37.0	22.4	6,496	3,487	5,699
Other race	58.7	44.5	50.0	26.4	5,690	3,277	4,989
More than one race	56.0	41.6	45.9	25.1	6,162	3,846	5,282

See footnotes at end of table.

Table 4.1.—Percentage of undergraduates receiving financial aid for postsecondary education and among those receiving aid, the average amount of aid received: 1999–2000—Continued

Institutional and student characteristics	Received any aid	Received federal aid	Received any grants	Received any loans	Average total aid amount	Average grant amount	Average loan amount
Hispanic or Latino (any race)							
Not Hispanic or Latino	54.9	38.2	43.6	29.4	$6,346	$3,549	$5,152
Hispanic or Latino	58.3	45.0	50.3	24.4	5,239	3,010	4,952
Dependency status							
Dependent	58.9	43.7	46.1	34.9	7,367	4,574	4,612
Independent	51.9	34.6	42.7	23.0	4,932	2,331	5,893
No dependents, unmarried	50.4	34.7	38.6	27.9	5,832	2,435	6,327
Married, no dependents	36.9	17.4	25.9	14.5	4,272	1,888	6,315
Single parent	59.9	47.0	55.0	24.9	4,864	2,618	5,134
Married parents	54.6	32.5	45.4	20.3	4,293	2,036	5,925
Age as of 12/31/99							
18 years or younger	61.6	44.1	53.8	29.7	6,905	4,532	3,743
19–23 years	58.4	44.1	45.8	34.6	7,133	4,246	4,864
24–29 years	55.7	41.7	44.3	30.1	5,660	2,478	5,961
30–39 years	51.4	32.1	42.1	21.1	4,618	2,155	6,023
40 years or older	42.2	19.4	34.1	11.9	3,539	1,764	6,165
Dependency and income level in 1998							
Dependent							
Less than $20,000	77.4	70.0	75.0	35.8	6,692	4,283	4,382
$20,000–39,999	67.6	56.3	61.1	38.8	7,398	4,449	4,588
$40,000–59,999	57.5	40.8	42.7	38.1	7,383	4,546	4,453
$60,000–79,999	53.8	36.9	34.7	36.6	7,782	5,082	4,649
$80,000–99,999	52.3	32.5	33.2	32.6	7,416	4,538	4,911
$100,000 or more	44.4	24.5	28.7	24.4	7,678	4,970	4,933
Independent							
Less than $10,000	74.0	65.7	69.4	39.7	6,408	3,126	5,703
$10,000–19,999	63.5	51.5	52.7	33.2	5,503	2,492	5,767
$20,000–29,999	51.9	34.9	41.1	22.1	4,516	2,009	5,848
$30,000–49,999	41.6	20.3	31.1	15.2	3,835	1,551	6,146
$50,000 or more	33.4	7.8	23.9	8.4	2,993	1,399	6,715
Parents' education							
High school diploma or less	61.7	42.8	51.6	28.2	5,297	2,891	5,060
Some postsecondary education	62.7	44.9	50.2	34.4	6,291	3,321	5,237
Bachelor's degree or higher	54.4	35.3	42.5	29.4	7,249	4,296	5,364
Disability status							
No disability reported	57.8	38.8	46.9	29.0	6,198	3,495	5,228
Some type of disability reported	61.4	43.2	48.3	29.7	5,736	2,993	5,190
Average hours worked while enrolled							
Did not work	59.2	43.2	48.8	29.6	6,831	4,068	5,129
Worked part time *	64.6	50.3	52.3	39.2	7,681	4,369	5,245
Worked full time	50.5	25.6	40.4	18.1	3,700	1,812	5,233

*Refers to NPSAS institution only.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 4.2-A.—Percentage of dependent undergraduates receiving financial aid for postsecondary education and among those receiving aid, the average amount of aid received: 1999–2000

Institutional and student characteristics	Received any aid	Received federal aid	Received any grants	Received any loans	Average total aid amount	Average grant amount	Average loan amount
Total	58.9	43.7	46.1	34.9	$7,367	$4,574	$4,612
4-year sector*							
Public and private not-for-profit	69.5	52.8	54.0	46.5	8,742	5,544	4,813
Public	64.5	48.0	45.9	41.4	6,027	3,468	4,204
Private not-for-profit	80.6	63.5	71.8	57.7	13,528	8,473	5,777
Institution type*							
Public	51.3	36.1	38.8	26.6	4,946	2,903	4,013
Less-than-2-year	39.1	14.3	30.9	3.2	1,731	1,419	(#)
2-year	34.6	21.1	29.7	7.9	2,400	1,795	2,731
4-year nondoctorate-granting	65.0	50.3	47.7	40.3	5,093	2,814	3,864
4-year doctorate-granting	64.2	46.8	45.1	41.9	6,493	3,809	4,364
Private not-for-profit	80.4	63.1	71.6	56.8	13,280	8,309	5,727
Less-than-4-year	74.9	52.8	67.0	35.5	7,435	4,441	3,966
4-year nondoctorate-granting	84.4	67.2	76.0	59.8	12,178	7,489	5,373
4-year doctorate-granting	76.1	59.2	66.7	55.3	15,320	9,815	6,299
Private for-profit	82.2	79.0	54.2	66.4	7,636	2,720	4,926
More than one institution	69.2	54.7	49.2	47.6	7,000	4,104	4,267
Class level							
Graduating senior	66.7	50.1	49.2	47.3	9,649	5,929	5,780
All other undergraduates	58.0	43.0	45.8	33.5	7,071	4,409	4,425
Attendance intensity							
Exclusively full-time	67.8	51.5	53.8	41.8	8,023	4,995	4,686
Mixed full-time and part-time	52.9	38.4	39.3	31.4	6,437	3,989	4,472
Exclusively part-time	28.8	16.9	21.7	10.1	2,802	1,377	3,803
Attendance status							
Full-time, full-year	70.2	53.1	56.0	44.2	8,636	5,425	4,888
Full-time, part-year	56.9	44.7	43.7	32.3	4,919	2,757	3,564
Part-time, full-year	45.2	31.0	33.1	23.0	5,104	3,043	4,381
Part-time, part-year	28.6	17.1	21.3	11.5	3,051	1,481	3,560
Undergraduate program*							
Certificate	50.5	36.6	39.4	22.5	4,148	2,135	3,957
Associate's degree	43.0	29.8	35.3	15.5	3,700	2,304	3,530
Bachelor's degree	70.4	53.5	54.3	48.1	8,931	5,630	4,853
Nondegree program	31.7	21.4	23.4	15.7	4,410	2,418	3,785
Gender							
Male	55.7	40.8	42.4	32.7	7,230	4,470	4,624
Female	61.8	46.2	49.4	36.7	7,476	4,651	4,602

See footnotes at end of table.

Table 4.2-A.—Percentage of dependent undergraduates receiving financial aid for postsecondary education and among those receiving aid, the average amount of aid received: 1999–2000—Continuec

Institutional and student characteristics	Received any aid	Received federal aid	Received any grants	Received any loans	Average total aid amount	Average grant amount	Average loan amount
Race							
One race							
White	57.7	41.2	44.3	34.7	$7,384	$4,565	$4,629
Black or African American	74.7	63.9	60.7	47.3	7,322	4,274	4,556
Asian	50.8	39.0	43.6	27.0	8,457	5,730	4,579
American Indian/Alaska Native	62.0	47.5	54.4	28.0	5,943	3,889	4,150
Native Hawaiian/Other Pacific Islander	49.3	40.5	40.7	24.9	6,667	3,862	5,073
Other race	58.0	46.4	48.0	27.6	6,562	4,322	4,457
More than one race	57.2	46.0	46.0	28.5	7,290	4,994	4,761
Hispanic or Latino (any race)							
Not Hispanic or Latino	58.7	42.9	45.3	35.9	7,557	4,700	4,626
Hispanic or Latino	60.8	49.8	52.7	26.6	5,909	3,705	4,454
Age as of 12/31/99							
18 years or younger	63.0	44.9	54.8	30.8	6,994	4,581	3,743
19–23 years	58.0	43.4	44.2	35.8	7,456	4,572	4,775
24–29 years	(†)	(†)	(†)	(†)	(†)	(†)	(†)
30–39 years	(†)	(†)	(†)	(†)	(†)	(†)	(†)
40 years or older	(†)	(†)	(†)	(†)	(†)	(†)	(†)
Dependent family income level in 1998							
Less than $20,000	77.4	70.0	75.0	35.8	6,692	4,283	4,382
$20,000–39,999	67.6	56.3	61.1	38.8	7,398	4,449	4,588
$40,000–59,999	57.5	40.8	42.7	38.1	7,383	4,546	4,453
$60,000–79,999	53.8	36.9	34.7	36.6	7,782	5,082	4,649
$80,000–99,999	52.3	32.5	33.2	32.6	7,416	4,538	4,911
$100,000 or more	44.4	24.5	28.7	24.4	7,678	4,970	4,933
Parents' education							
High school diploma or less	65.8	53.5	54.5	37.1	6,586	3,995	4,410
Some postsecondary education	64.0	48.8	50.2	39.8	7,382	4,254	4,827
Bachelor's degree or higher	55.6	36.4	42.8	31.8	8,075	5,253	4,826
Disability status							
No disability reported	59.6	42.8	47.5	34.1	7,422	4,619	4,711
Some type of disability reported	59.1	45.9	43.5	36.4	7,098	4,238	4,529
Average hours worked while enrolled							
Did not work	61.0	42.6	50.4	32.0	7,726	5,056	4,542
Worked part time	63.9	48.6	50.4	39.9	8,150	5,034	4,851
Worked full time	46.3	29.0	34.8	21.6	4,338	2,315	4,221

†Not applicable.

*Refers to NPSAS institution only.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 4.2-B.—Percentage of independent undergraduates receiving financial aid for postsecondary education and among those receiving aid, the average amount of aid received: 1999–2000

Institutional and student characteristics	Received any aid	Received federal aid	Received any grants	Received any loans	Average total aid amount	Average grant amount	Average loan amount
Total	51.9	34.6	42.7	23.0	$4,932	$2,331	$5,893
4-year sector*							
Public and private not-for-profit	61.2	44.1	50.0	36.5	6,867	3,142	6,456
Public	58.2	43.9	46.9	36.6	6,484	2,773	6,020
Private not-for-profit	68.3	44.8	57.1	36.1	7,612	3,835	7,464
Institution type*							
Public	45.2	27.6	38.1	16.0	3,908	1,954	5,297
Less-than-2-year	45.1	28.3	35.0	7.1	2,939	2,043	5,001
2-year	39.5	20.4	34.4	7.2	2,267	1,461	3,685
4-year nondoctorate-granting	59.0	44.2	48.7	34.1	5,639	2,533	5,327
4-year doctorate-granting	57.5	43.6	45.6	38.5	7,126	2,962	6,475
Private not-for-profit	68.7	46.0	57.6	36.3	7,431	3,744	7,279
Less-than-4-year	75.2	63.0	65.8	38.6	5,104	2,627	4,832
4-year nondoctorate-granting	70.5	46.2	58.0	36.6	7,155	3,619	7,182
4-year doctorate-granting	62.8	41.1	54.7	34.8	8,904	4,413	8,211
Private for-profit	85.9	80.7	61.7	66.5	7,069	2,633	6,087
More than one institution	69.2	52.3	53.1	39.1	6,060	2,659	6,377
Class level							
Graduating senior	65.6	49.8	51.1	44.1	7,749	3,399	6,895
All other undergraduates	50.6	33.3	41.9	21.1	4,608	2,215	5,708
Attendance intensity							
Exclusively full-time	75.1	62.5	62.1	43.6	6,727	3,155	6,129
Mixed full-time and part-time	55.6	41.1	44.7	28.0	5,470	2,534	6,002
Exclusively part-time	36.3	15.3	30.0	8.6	2,379	1,179	5,046
Attendance status							
Full-time, full-year	78.7	66.9	65.9	49.0	8,074	3,828	6,807
Full-time, part-year	68.7	55.1	55.7	35.5	4,670	2,108	4,866
Part-time, full-year	50.3	30.0	41.5	19.2	4,166	1,934	5,911
Part-time, part-year	32.8	13.5	26.6	7.5	2,030	1,004	4,483
Undergraduate program*							
Certificate	52.8	33.0	44.2	19.0	3,697	1,686	5,343
Associate's degree	48.5	30.9	40.5	15.6	3,508	1,899	4,754
Bachelor's degree	64.6	48.7	51.7	41.5	7,390	3,294	6,671
Nondegree program	24.3	9.2	20.8	4.8	2,213	1,168	5,568
Gender							
Male	48.9	29.1	38.0	21.3	5,090	2,281	6,121
Female	53.9	38.4	45.9	24.1	4,832	2,359	5,755

See footnotes at end of table.

Table 4.2-B.—Percentage of independent undergraduates receiving financial aid for postsecondary education and among those receiving aid, the average amount of aid received: 1999–2000—Continuec

Institutional and student characteristics	Received any aid	Received federal aid	Received any grants	Received any loans	Average total aid amount	Average grant amount	Average loan amount
Race							
One race							
White	49.5	32.0	39.9	22.4	$5,000	$2,307	$6,013
Black or African American	65.1	46.3	55.4	27.8	4,646	2,272	5,546
Asian	36.5	25.1	30.7	15.9	5,243	2,609	6,254
American Indian/Alaska Native	55.4	37.0	49.7	20.5	4,713	2,812	4,738
Native Hawaiian/Other Pacific Islander	39.0	28.7	33.2	19.9	6,273	3,012	6,506
Other race	59.4	42.5	51.9	25.3	4,841	2,314	5,568
More than one race	54.8	37.0	45.8	21.7	4,947	2,656	5,990
Hispanic or Latino (any race)							
Not Hispanic or Latino	51.2	33.6	41.9	23.0	4,980	2,323	5,957
Hispanic or Latino	56.2	41.1	48.3	22.5	4,630	2,374	5,448
Independent status							
No dependents, unmarried	50.4	34.7	38.6	27.9	5,832	2,435	6,327
Married, no dependents	36.9	17.4	25.9	14.5	4,272	1,888	6,315
Single parent	59.9	47.0	55.0	24.9	4,864	2,618	5,134
Married parents	54.6	32.5	45.4	20.3	4,293	2,036	5,925
Age as of 12/31/99							
18 years or younger	42.9	33.2	39.8	15.2	5,132	3,623	3,727
19–23 years	60.3	47.6	54.1	28.5	5,446	2,801	5,471
24–29 years	55.7	41.7	44.3	30.1	5,660	2,478	5,961
30–39 years	51.4	32.1	42.1	21.1	4,618	2,155	6,023
40 years or older	42.2	19.4	34.1	11.9	3,539	1,764	6,165
Independent income levels in 1998							
Less than $10,000	74.0	65.7	69.4	39.7	6,408	3,126	5,703
$10,000–19,999	63.5	51.5	52.7	33.2	5,503	2,492	5,767
$20,000–29,999	51.9	34.9	41.1	22.1	4,516	2,009	5,848
$30,000–49,999	41.6	20.3	31.1	15.2	3,835	1,551	6,146
$50,000 or more	33.4	7.8	23.9	8.4	2,993	1,399	6,715
Parents' education							
High school diploma or less	65.4	45.8	54.7	28.9	4,839	2,306	5,639
Some postsecondary education	62.1	42.1	50.9	29.5	5,111	2,317	5,901
Bachelor's degree or higher	52.5	34.3	42.4	25.8	5,811	2,621	6,613
Disability status							
No disability reported	57.9	36.6	47.9	25.2	4,939	2,309	6,075
Some type of disability reported	64.8	43.8	52.9	27.4	5,137	2,443	5,750
Average hours worked while enrolled							
Did not work	59.1	45.9	48.5	28.2	5,686	2,727	6,082
Worked part time	68.2	56.2	58.4	39.3	6,758	3,070	6,201
Worked full time	54.0	26.0	43.9	18.1	3,631	1,713	5,781

*Refers to NPSAS institution only.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 4.3.—Percentage distribution of undergraduates, by number of credit cards in own name and the average and median amount on all credit cards for those who carried a balance: 1999–2000

Institutional and student characteristics	Number of credit cards in own name			Percent with any balance due	Average balance due on all credit cards	Median balance due on all cards
	None	One or two	Three or more			
Total	29.4	42.5	28.1	44.7	$3,066	$1,435
4-year sector*						
Public and private not-for-profit	26.5	45.2	28.3	42.2	2,940	1,457
Public	25.4	45.1	29.5	44.0	2,844	1,506
Private not-for-profit	29.2	45.4	25.4	37.9	3,215	1,487
Institution type*						
Public	29.0	42.3	28.7	45.4	3,039	1,481
Less-than-2-year	39.5	36.8	23.8	44.4	3,462	1,077
2-year	31.6	40.3	28.1	46.7	3,185	1,476
4-year nondoctorate-granting	27.3	43.7	29.0	46.6	2,718	1,376
4-year doctorate-granting	24.4	45.9	29.8	42.5	2,921	1,581
Private not-for-profit	29.9	45.1	25.1	37.8	3,161	1,468
Less-than-4-year	42.6	39.0	18.4	35.6	1,872	657
4-year nondoctorate-granting	29.5	44.7	25.8	41.3	3,483	1,848
4-year doctorate-granting	28.7	46.5	24.9	33.0	2,722	1,369
Private for-profit	39.7	38.4	22.0	52.9	2,987	1,295
More than one institution	25.6	41.5	32.9	46.6	3,244	1,647
Class level						
Graduating senior	14.5	48.1	37.5	43.6	3,578	1,983
All other undergraduates	31.0	41.9	27.1	44.9	3,002	1,382
Attendance intensity						
Exclusively full-time	33.8	42.4	23.8	42.4	2,473	1,168
Mixed full-time and part-time	29.7	41.9	28.5	49.0	3,069	1,500
Exclusively part-time	22.6	42.8	34.7	46.3	3,785	2,071
Attendance status						
Full-time, full-year	32.6	43.5	23.9	40.7	2,349	1,180
Full-time, part-year	37.0	38.9	24.1	47.8	2,813	1,233
Part-time, full-year	25.4	42.7	31.9	47.4	3,578	1,845
Part-time, part-year	23.4	42.4	34.2	47.0	3,669	1,997
Undergraduate program*						
Certificate	34.5	39.5	26.0	46.9	3,141	1,437
Associate's degree	32.2	40.0	27.8	48.6	3,118	1,405
Bachelor's degree	26.4	45.1	28.5	42.2	2,995	1,478
Nondegree program	19.8	45.7	34.5	33.7	3,099	1,576
Gender						
Male	31.6	43.9	24.5	41.6	3,166	1,421
Female	27.8	41.3	30.9	47.0	3,002	1,500

See footnotes at end of table.

Table 4.3.—Percentage distribution of undergraduates, by number of credit cards in own name and the average and median amount on all credit cards for those who carried a balance: 1999–2000—Continued

Institutional and student characteristics	Number of credit cards in own name			Percent with any balance due	Average balance due on all credit cards	Median balance due on all cards
	None	One or two	Three or more			
Race						
One race						
White	28.5	43.7	27.8	43.2	$3,250	$1,508
Black or African American	35.3	36.8	28.0	56.3	2,480	1,128
Asian	22.8	46.6	30.6	31.4	2,842	1,099
American Indian/Alaska Native	38.2	37.1	24.7	49.1	3,345	2,103
Native Hawaiian/Other Pacific Islander	27.6	41.9	30.5	42.5	2,619	1,510
Other race	31.7	38.4	29.9	49.9	2,648	1,513
More than one race	29.7	43.2	27.1	49.3	3,062	1,415
Hispanic or Latino (any race)						
Not Hispanic or Latino	29.0	42.9	28.1	43.9	3,096	1,444
Hispanic or Latino	32.7	39.0	28.3	51.6	2,854	1,513
Dependency and income level in 1998						
Dependent						
Less than $20,000	36.5	37.9	25.6	42.8	1,822	987
$20,000–39,999	33.7	42.1	24.3	44.2	1,856	978
$40,000–59,999	35.5	40.6	23.9	40.3	2,172	1,066
$60,000–79,999	33.9	43.0	23.1	39.6	1,773	950
$80,000–99,999	35.8	44.4	19.8	34.3	1,769	822
$100,000 or more	35.2	46.2	18.6	29.9	1,809	922
Independent						
Less than $10,000	38.3	36.2	25.6	52.1	2,663	1,415
$10,000–19,999	29.0	40.9	30.1	58.1	2,986	1,571
$20,000–29,999	23.3	41.6	35.1	55.4	3,495	2,046
$30,000–49,999	18.0	42.7	39.4	51.7	4,407	2,667
$50,000 or more	13.1	49.3	37.7	39.1	5,417	3,184
Dependency status						
Dependent	35.0	42.4	22.7	38.8	1,890	952
Independent	23.6	42.5	33.9	50.1	3,883	1,962
No dependents, unmarried	21.4	41.7	36.9	50.2	3,646	1,939
Married, no dependents	15.5	50.1	34.4	39.2	4,808	2,808
Single parent	34.0	35.4	30.6	60.2	3,119	1,568
Married parents	21.3	45.5	33.2	48.5	4,384	2,366
Age as of 12/31/99						
18 years or younger	49.5	37.5	13.0	30.1	1,011	721
19–23 years	31.6	43.2	25.2	42.2	2,103	995
24–29 years	24.9	42.7	32.5	54.8	3,337	1,773
30–39 years	22.8	42.5	34.8	50.3	4,429	2,566
40 years or older	18.4	43.3	38.2	41.3	4,924	3,037
Parents' education						
High school diploma or less	29.0	41.0	30.1	48.6	3,282	1,658
Some postsecondary education	28.5	41.8	29.7	48.2	2,994	1,466
Bachelor's degree or higher	30.1	44.2	25.7	39.5	2,897	1,349
Disability status						
No disability reported	29.0	42.8	28.2	44.1	2,999	1,427
Some type of disability reported	33.6	39.6	26.8	51.2	3,643	1,602
Average hours worked while enrolled						
Did not work	40.4	40.8	18.8	33.8	2,756	1,188
Worked part time	30.8	43.9	25.4	44.1	2,349	1,151
Worked full time	22.2	42.0	35.9	49.9	3,734	1,897

*Refers to NPSAS institution only.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Section 5: Work, Community Service, and Voting

Hours Worked While Enrolled

- Undergraduates who worked while enrolled reported working an average of 32 hours per week during the school year (table 5.1).
- Among undergraduates attending exclusively full time, those who worked while enrolled did so an average of 26 hours per week (table 5.1).
- About one-quarter (26 percent) of students at public and private not-for-profit 4-year institutions worked full time compared with 44 percent of students at public less-than-2-year institutions, 54 percent at public 2-year, and 41 percent at private for-profit institutions (table 5.1).

Primary Role

- About 32 percent of undergraduates identified their main activity as work, that is, as "employees who take classes" rather than "students who work" (table 5.2).
- Students enrolled in public or private not-for-profit 4-year institutions were more likely than their peers at public 2-year institutions to identify themselves as students who work, rather than as employees who take classes (59 percent versus 38 percent; table 5.2).

Community Service

- In 1999–2000, about 35 percent of undergraduates reported participating in some sort of community service activity, including 25 percent who reported one activity and 9 percent who reported two or more (table 5.3).
- Males were less likely to volunteer their time than females; 68 percent of men did no community service, compared with 63 percent of women (table 5.3).
- Undergraduates performed an average of 19 hours per month of community service among those who reported any community service activities (table 5.3).
- About 7 percent of students spent time coaching or scouting with kids and another 6 percent volunteered for church-related services (table 5.4).
- Women and men differed somewhat in the types of volunteer activities they reported: women were more likely than men to volunteer as tutors (7 percent versus 3 percent),

while men were more likely to volunteer in neighborhood improvement activities (5 percent versus 3 percent; table 5.4).

Voting Behavior

- Among U.S. citizens, 81 percent of undergraduates were registered to vote and 76 percent of undergraduates reported having voted or planned to vote (if surveyed before the election) in the last presidential election (table 5.5).
- Undergraduates who were financially independent (and by definition, older) were more likely (80 percent) than dependent undergraduates (72 percent) to have voted or planned to vote in the last presidential election (table 5.5).

Table 5.1.—Percentage distribution of undergraduates, by their work status while enrolled and among those who worked, the average and median hours worked per week: 1999–2000

Institutional and student characteristics	Did not work	Worked part time	Worked full time	Average hours worked per week	Median hours worked per week
Total	19.9	40.8	39.3	31.6	32.4
4-year sector*					
Public and private not-for-profit	22.9	50.7	26.4	27.0	25.0
Public	22.9	51.6	25.5	27.3	25.2
Private not-for-profit	22.8	48.7	28.5	26.5	24.6
Institution type*					
Public					
Less-than-2-year	24.3	31.7	44.0	35.0	39.0
2-year	15.8	30.4	53.8	36.0	39.3
4-year nondoctorate-granting	20.3	47.7	32.1	29.5	29.6
4-year doctorate-granting	24.4	53.9	21.7	26.0	24.3
Private not-for-profit					
Less-than-4-year	27.4	40.7	32.0	28.8	30.0
4-year nondoctorate-granting	19.9	46.3	33.8	27.9	26.9
4-year doctorate-granting	27.3	52.4	20.3	23.9	20.1
Private for-profit	25.8	33.5	40.8	33.9	36.1
More than one institution	20.6	45.8	33.6	30.3	29.9
Class level					
Graduating senior	19.6	54.7	25.7	26.5	26.0
All other undergraduates	20.0	39.4	40.7	32.0	34.3
Attendance intensity					
Exclusively full-time	26.2	54.0	19.7	25.5	24.2
Mixed full-time and part-time	16.3	46.7	37.0	30.9	30.4
Exclusively part-time	11.8	18.9	69.3	39.5	40.0
Gender					
Male	18.9	39.0	42.1	32.9	34.8
Female	20.7	42.2	37.1	30.5	30.7
Race					
One race					
White	19.0	42.1	38.9	31.4	31.0
Black or African American	19.3	36.7	44.0	33.1	35.7
Asian	34.9	39.5	25.6	27.7	26.1
American Indian/Alaska Native	21.7	32.7	45.6	34.7	39.5
Native Hawaiian/Other Pacific Islander	24.6	41.4	34.0	31.0	30.9
Other race	19.7	37.2	43.1	32.9	34.8
More than one race	16.7	43.1	40.3	31.9	33.1
Hispanic or Latino (any race)					
Not Hispanic or Latino	19.7	41.5	38.8	31.4	31.3
Hispanic or Latino	21.4	36.2	42.4	32.9	34.8

See footnotes at end of table.

Table 5.1.—Percentage distribution of undergraduates, by their work status while enrolled and among those who worked, the average and median hours worked per week: 1999–2000—Continuec

Institutional and student characteristics	Did not work	Worked part time	Worked full time	Average hours worked per week	Median hours worked per week
Dependency status					
Dependent	22.2	56.1	21.7	25.9	25.0
Independent	17.6	25.1	57.3	37.1	39.7
No dependents, unmarried	14.9	30.5	54.6	35.9	39.6
Married, no dependents	17.4	22.9	59.6	37.3	39.8
Single parent	17.5	27.1	55.4	36.2	39.5
Married parents	20.2	19.5	60.3	38.9	40.9
Age as of 12/31/99					
18 years or younger	31.3	51.7	17.0	24.5	24.1
19–23 years	20.0	54.5	25.5	27.1	25.0
24–29 years	15.2	31.2	53.6	35.7	39.7
30–39 years	17.5	20.1	62.4	38.7	39.9
40 years or older	20.2	15.9	63.9	39.4	40.0
Dependent income quartiles					
Low quartile	21.8	54.1	24.1	26.9	25.4
Middle quartiles	19.1	58.2	22.8	26.0	25.1
High quartile	28.5	54.0	17.5	24.7	24.0
Independent income quartiles					
Low quartile	26.8	46.0	27.2	28.7	29.1
Middle quartiles	14.7	21.7	63.6	38.3	39.8
High quartile	15.0	13.9	71.0	41.1	40.3
Parents' education					
High school diploma or less	18.3	34.0	47.7	34.0	39.0
Some postsecondary education	16.1	43.0	40.9	31.9	31.5
Bachelor's degree or higher	22.9	47.9	29.2	28.6	29.0
Disability status					
No disability reported	19.1	41.1	39.7	31.6	32.5
Some type of disability reported	28.4	37.8	33.8	31.4	31.0

*Refers to NPSAS institution only.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 5.2.—Percentage distribution of undergraduates with respect to how they defined their primary role of work and study: 1999–2000

Institutional and student characteristics	Student working to meet expenses	Employee enrolled in school	Did not work
Total	48.4	31.6	20.0[1]
4-year sector[2]			
Public and private not-for-profit	58.5	18.5	23.0
Public	60.3	16.6	23.1
Private not-for-profit	54.3	22.8	22.9
Institution type[2]			
Public			
Less-than-2-year	30.4	45.2	24.5
2-year	37.7	46.4	15.9
4-year nondoctorate-granting	57.2	22.4	20.4
4-year doctorate-granting	62.1	13.3	24.6
Private not-for-profit			
Less-than-4-year	47.8	24.7	27.5
4-year nondoctorate-granting	51.8	28.2	20.0
4-year doctorate-granting	58.1	14.5	27.3
Private for-profit	40.8	33.4	25.9
More than one institution	55.2	24.1	20.8
Class level			
Graduating senior	65.3	15.0	19.8
All other undergraduates	46.6	33.4	20.1
Attendance intensity			
Exclusively full-time	62.2	11.5	26.4
Mixed full-time and part-time	58.2	25.5	16.4
Exclusively part-time	24.1	64.0	11.9
Gender			
Male	48.7	32.3	19.0
Female	48.1	31.0	20.9
Race			
One race			
White	48.8	32.1	19.1
Black or African American	44.6	36.0	19.4
Asian	46.9	17.9	35.2
American Indian/Alaska Native	43.5	34.7	21.7
Native Hawaiian/Other Pacific Islander	48.2	27.0	24.8
Other race	50.6	29.5	19.9
More than one race	53.3	30.0	16.8
Hispanic or Latino (any race)			
Not Hispanic or Latino	48.4	31.8	19.8
Hispanic or Latino	48.5	29.9	21.6

See footnotes at end of table.

Table 5.2.—Percentage distribution of undergraduates with respect to how they defined their primary role of work and study: 1999–2000—Continued

Institutional and student characteristics	Student working to meet expenses	Employee enrolled in school	Did not work
Dependency status			
Dependent	66.3	11.4	22.3
Independent	30.0	52.4	17.7
No dependents, unmarried	39.1	46.0	15.0
Married, no dependents	25.9	56.5	17.6
Single parent	35.4	46.9	17.7
Married parents	18.9	60.7	20.4
Age as of 12/31/99			
18 years or younger	58.2	10.4	31.5
19–23 years	66.3	13.6	20.1
24–29 years	41.4	43.3	15.3
30–39 years	20.5	61.9	17.6
40 years or older	11.7	67.8	20.4
Dependent income quartiles			
Low quartile	64.7	13.3	21.9
Middle quartiles	69.3	11.5	19.2
High quartile	61.9	9.5	28.6
Independent income quartiles			
Low quartile	53.0	20.0	27.0
Middle quartiles	29.7	55.4	14.9
High quartile	10.7	74.2	15.2
Parents' education			
High school diploma or less	40.5	41.1	18.4
Some postsecondary education	52.9	30.9	16.2
Bachelor's degree or higher	55.5	21.5	23.0
Disability status			
No disability reported	49.0	31.7	19.3
Some type of disability reported	42.3	29.2	28.5
Average hours worked while enrolled			
Did not work	(†)	(†)	100.0
Worked part time	86.5	13.5	(†)
Worked full time	33.5	66.6	(†)

†Not applicable.

[1]Estimate differs slightly from same category in table 5.1 because slightly fewer students answered the question about their primary role.

[2]Refers to NPSAS institution only.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 5.3.—Percentage distribution of undergraduates, by community service activities and for those who volunteered, the average and median hours worked per month: 1999–2000

Institutional and student characteristics	Number of community service activities			Average hours per month	Median hours per month
	No community service	One activity	Two or more activities		
Total	65.4	25.3	9.3	18.9	10.0
4-year sector*					
Public and private not-for-profit	57.9	29.4	12.7	16.3	9.2
Public	60.6	27.7	11.7	16.7	9.6
Private not-for-profit	51.4	33.5	15.1	15.5	7.7
Institution type*					
Public					
Less-than-2-year	81.6	15.4	3.0	22.4	16.6
2-year	72.0	21.7	6.3	22.6	10.0
4-year nondoctorate-granting	63.4	26.0	10.6	17.5	9.9
4-year doctorate-granting	59.0	28.8	12.3	16.3	8.8
Private not-for-profit					
Less-than-4-year	68.5	23.4	8.2	19.1	10.1
4-year nondoctorate-granting	53.1	33.2	13.7	16.5	8.8
4-year doctorate-granting	48.9	33.9	17.2	14.3	7.3
Private for-profit	81.8	14.5	3.7	27.4	11.8
More than one institution	60.4	28.6	11.0	17.5	9.7
Federal grant recipient					
Did not receive	65.0	25.4	9.6	17.9	9.7
$1,000–1,499	68.0	23.4	8.5	22.5	10.5
$1,500 or more	66.0	25.6	8.4	22.1	10.7
Unsubsidized federal loan recipient					
Did not receive	66.2	24.8	9.0	18.9	10.0
$1,000–1,499	65.3	25.1	9.6	23.0	10.0
$1,500–2,499	67.0	22.3	10.6	19.7	9.8
$2,500–3,999	65.4	25.6	9.0	17.7	9.7
$4,000 or more	55.1	32.0	12.9	17.8	9.9
Class level					
Graduating senior	54.5	32.2	13.3	17.7	9.9
All other undergraduates	66.5	24.6	8.9	19.0	10.0
Attendance intensity					
Exclusively full-time	63.4	26.3	10.4	18.0	9.9
Mixed full-time and part-time	63.9	26.9	9.2	18.2	9.7
Exclusively part-time	69.0	23.2	7.8	20.6	9.8
Gender					
Male	68.3	24.3	7.4	18.9	9.6
Female	63.2	26.0	10.8	18.9	9.8

See footnotes at end of table.

Table 5.3.—Percentage distribution of undergraduates, by community service activities and for those who volunteered, the average and median hours worked per month: 1999–2000—Continued

Institutional and student characteristics	Number of community service activities			Average hours per month	Median hours per month
	No community service	One activity	Two or more activities		
Race					
One race					
White	64.4	25.8	9.8	17.2	9.6
Black or African American	66.8	23.9	9.3	24.7	12.5
Asian	67.8	26.3	6.0	20.0	11.0
American Indian/Alaska Native	60.8	28.2	11.0	23.3	11.8
Native Hawaiian/ Other Pacific Islander	68.7	24.1	7.2	17.6	8.2
Other race	71.3	22.0	6.7	24.5	10.4
More than one race	65.0	22.8	12.2	20.8	9.8
Hispanic or Latino (any race)					
Not Hispanic or Latino	64.8	25.7	9.5	18.5	10.0
Hispanic or Latino	70.2	22.1	7.7	22.6	9.9
Dependency status					
Dependent	64.5	25.4	10.1	16.5	9.6
Independent	66.4	25.1	8.5	21.3	10.4
No dependents, unmarried	70.7	22.5	6.8	19.2	9.7
Married, no dependents	64.6	27.5	7.9	17.0	9.7
Single parent	71.3	21.9	6.8	26.2	11.4
Married parents	59.4	28.9	11.7	21.7	10.6
Age as of 12/31/99					
18 years or younger	64.7	25.8	9.5	15.8	7.8
19–23 years	65.6	24.8	9.6	17.3	9.8
24–29 years	72.6	21.0	6.4	20.6	10.3
30–39 years	62.9	27.7	9.3	23.5	10.8
40 years or older	58.0	29.7	12.3	19.3	9.8
Disability status					
No disability reported	65.8	24.9	9.3	18.6	10.0
Some type of disability reported	61.2	28.9	9.8	21.3	10.4
Average hours worked while enrolled					
Did not work	64.3	25.5	10.2	18.5	9.9
Worked part time	63.0	26.8	10.2	17.4	9.9
Worked full time	68.5	23.5	8.0	20.9	9.8

*Refers to NPSAS institution only.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 5.4.—Percentage of undergraduates who performed various types of community service activities: 1999–2000

Institutional and student characteristics	Tutoring	Coach or scouting with kids	Political fund-raising	Non-political fund-raising	Homeless shelter/ soup kitchen	Telephone crisis center	Neighbor-hood improve-ment	Health/ nursing home	Adult literacy	Church service	Volunteer fire/ emergency	Other
Total	5.2	7.4	0.5	2.5	3.3	0.5	3.9	4.7	0.3	5.7	0.9	9.1
4-year sector*												
Public and private not-for-profit	6.8	9.4	0.6	3.2	4.5	0.5	5.9	5.8	0.3	6.0	0.6	11.1
Public	6.2	8.9	0.6	3.1	3.8	0.5	5.5	5.5	0.3	5.4	0.6	10.5
Private not-for-profit	8.2	10.5	0.7	3.3	6.2	0.6	6.8	6.7	0.4	7.3	0.6	12.4
Institution type*												
Public												
Less-than-2-year	1.8	4.0	0.1	1.2	2.0	0.0	1.9	2.5	0.0	2.7	1.4	3.9
2-year	3.6	5.6	0.5	2.0	2.2	0.4	2.0	3.4	0.2	5.8	1.3	7.3
4-year nondoctorate-granting	6.0	8.7	0.5	2.5	3.0	0.6	4.6	5.1	0.3	5.3	0.8	10.0
4-year doctorate-granting	6.4	9.0	0.6	3.5	4.2	0.5	6.1	5.7	0.4	5.5	0.5	10.8
Private not-for-profit												
Less-than-4-year	5.3	6.6	0.4	1.4	1.7	0.3	4.8	6.0	0.0	5.8	0.9	6.2
4-year nondoctorate-granting	7.2	10.4	0.7	3.4	5.6	0.4	6.9	6.4	0.2	7.0	0.6	11.8
4-year doctorate-granting	9.6	10.7	0.6	3.1	7.0	0.8	6.8	7.2	0.7	7.9	0.7	13.3
Private for-profit	2.0	3.4	0.1	1.5	1.4	0.1	1.0	3.1	0.2	2.4	0.5	6.3
More than one institution	6.6	9.0	0.5	2.5	3.5	0.4	4.1	6.3	0.4	5.9	0.6	10.6
Class level												
Graduating senior	7.7	9.9	0.8	3.4	4.6	0.6	5.6	7.2	0.3	5.7	0.4	12.3
All other undergraduates	4.9	7.2	0.5	2.4	3.1	0.4	3.7	4.4	0.3	5.7	1.0	8.8
Gender												
Male	3.3	7.2	0.6	2.2	2.9	0.2	4.7	3.0	0.2	4.8	1.5	8.5
Female	6.6	7.6	0.5	2.8	3.6	0.6	3.3	6.0	0.3	6.4	0.5	9.6

See footnotes at end of table.

Table 5.4.—Percentage of undergraduates who performed various types of community service activities: 1999–2000—Continuec

Institutional and student characteristics	Tutoring	Coach or scouting with kids	Political fund-raising	Non-political fund-raising	Homeless shelter/ soup kitchen	Telephone crisis center	Neighbor-hood improve-ment	Health/ nursing home	Adult literacy	Church service	Volunteer fire/ emergency	Other
Race												
One race												
White	4.8	7.7	0.6	2.9	3.2	0.5	4.2	4.7	0.2	5.8	1.1	9.7
Black or African American	6.6	7.8	0.4	1.4	3.8	0.2	3.1	4.8	0.1	6.7	0.2	7.3
Asian	5.6	5.6	0.2	0.8	3.4	0.3	2.4	5.8	0.4	4.5	0.2	9.2
American Indian/Alaska Native	11.1	9.0	0.8	1.4	2.7	1.2	5.8	5.2	0.9	3.8	0.1	8.3
Native Hawaiian/Other Pacific Islander	7.2	6.6	0.2	1.5	3.6	0.0	3.5	4.0	0.0	4.1	0.2	7.7
Other race	4.9	5.3	0.4	2.0	2.5	0.4	3.1	4.1	0.4	5.1	0.5	6.6
More than one race	6.0	7.9	1.1	2.0	3.8	0.3	2.7	5.5	0.2	4.6	0.7	12.3
Hispanic or Latino (any race)												
Not Hispanic or Latino	5.2	7.6	0.6	2.5	3.3	0.5	4.0	4.8	0.2	5.7	1.0	9.4
Hispanic or Latino	4.7	5.8	0.3	2.7	2.6	0.4	3.0	4.3	0.3	5.6	0.5	7.3
Age as of 12/31/99												
18 years or younger	5.8	7.0	0.4	2.0	3.7	0.3	5.4	4.7	0.2	5.3	0.7	9.3
19–23 years	5.2	7.5	0.5	2.7	3.6	0.4	4.7	5.1	0.2	4.2	0.7	9.1
24–29 years	4.3	5.5	0.7	1.8	3.0	0.4	2.3	3.4	0.3	4.1	1.0	7.1
30–39 years	5.6	9.1	0.3	2.5	2.3	0.6	2.9	4.2	0.3	7.9	1.2	9.5
40 years or older	5.1	8.1	0.8	3.3	3.2	0.7	2.7	5.7	0.3	11.5	1.3	11.7
Parents' education												
High school diploma or less	4.5	7.0	0.6	2.1	2.0	0.4	2.7	4.0	0.2	6.1	0.9	7.2
Some postsecondary education	4.6	7.4	0.4	2.5	3.7	0.3	3.6	4.6	0.3	5.8	1.5	9.2
Bachelor's degree or higher	6.2	7.9	0.6	2.9	4.3	0.5	5.2	5.6	0.3	5.4	0.6	11.0
Disability status												
No disability reported	5.2	7.5	0.5	2.5	3.3	0.4	4.0	4.6	0.2	5.6	0.9	8.9
Some type of disability reported	5.2	6.8	1.1	2.9	3.0	0.7	3.3	5.6	0.4	7.3	0.7	11.5
Average hours worked while enrolled												
Did not work	5.9	7.3	0.6	2.1	3.0	0.4	4.2	5.7	0.2	5.8	0.5	10.2
Worked part time	6.6	8.1	0.5	2.7	3.7	0.5	4.7	5.1	0.3	4.9	0.7	9.4
Worked full time	3.4	6.7	0.5	2.5	2.9	0.5	2.8	3.7	0.3	6.5	1.4	8.3

*Refers to NPSAS institution only.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 5.5.—Among U.S. citizens, percentage of undergraduates who reported having registered to vote in the United States, who voted or planned to vote in the 2000 presidential elections, and who ever had voted 1999–2000

Institutional and student characteristics	Registered to vote in United States	Voted or planned to vote in 2000 presidential election[1]	Ever voted
Total	80.8	75.9	63.7
4-year sector[2]			
Public and private not-for-profit	82.4	75.2	65.4
Public	82.5	74.7	65.2
Private not-for-profit	82.0	76.3	65.7
Institution type[2]			
Public			
Less-than-2-year	78.3	69.1	67.1
2-year	79.7	77.9	63.2
4-year nondoctorate-granting	80.3	73.9	65.3
4-year doctorate-granting	83.9	75.2	65.2
Private not-for-profit			
Less-than-4-year	75.1	75.0	52.0
4-year nondoctorate-granting	81.6	76.9	67.1
4-year doctorate-granting	82.5	75.4	63.5
Private for-profit	74.1	64.9	55.3
More than one institution	82.8	77.0	62.4
Class level			
Graduating senior	87.9	78.1	78.3
All other undergraduates	80.1	75.7	62.2
Attendance intensity			
Exclusively full-time	79.0	73.4	57.8
Mixed full-time and part-time	80.9	76.3	62.0
Exclusively part-time	83.5	79.5	73.1
Gender			
Male	81.4	75.6	63.8
Female	80.3	76.2	63.6
Race			
One race			
White	81.2	76.9	65.8
Black or African American	85.4	77.8	63.1
Asian	66.0	57.7	42.4
American Indian/Alaska Native	78.9	69.9	66.3
Native Hawaiian/Other Pacific Islander	75.5	72.0	53.5
Other race	75.5	72.0	54.0
More than one race	78.9	73.8	57.9
Hispanic or Latino (any race)			
Not Hispanic or Latino	81.5	76.4	64.6
Hispanic or Latino	74.6	72.0	55.7

See footnotes at end of table.

Table 5.5.—Among U.S. citizens, percentage of undergraduates who reported having registered to vote in the United States, who voted or planned to vote in the 2000 presidential elections, and who ever had voted 1999–2000—Continued

Institutional and student characteristics	Registered to vote in United States	Voted or planned to vote in 2000 presidential election[1]	Ever voted
Dependency status			
Dependent	76.3	71.8	50.4
Independent	85.4	80.2	77.4
No dependents, unmarried	83.6	76.1	77.0
Married, no dependents	87.6	83.3	82.8
Single parent	82.6	75.8	66.5
Married parents	88.2	85.9	83.2
Age as of 12/31/99			
18 years or younger	63.5	67.7	30.5
19–23 years	79.1	72.3	54.4
24–29 years	82.0	73.8	71.8
30–39 years	86.9	83.6	83.5
40 years or older	91.8	90.2	91.6
Dependent income quartiles			
Low quartile	73.0	68.6	44.3
Middle quartiles	75.7	71.7	49.8
High quartile	80.1	74.3	56.2
Independent income quartiles			
Low quartile	82.5	74.0	66.1
Middle quartiles	84.7	79.2	76.6
High quartile	89.0	87.1	88.0
Parents' education			
High school diploma or less	79.9	74.9	64.0
Some postsecondary education	79.8	76.1	61.8
Bachelor's degree or higher	82.4	76.9	65.1
Disability status			
No disability reported	80.5	75.9	63.4
Some type of disability reported	83.4	77.3	68.2
Average hours worked while enrolled			
Did not work	78.0	74.1	59.7
Worked part time	79.5	74.5	58.5
Worked full time	83.4	78.5	71.2

[1]Question may have been asked prior to the 2000 elections, in which case respondents indicated they would vote in the election.

[2]Refers to NPSAS institution only.

NOTE: Ninety-three percent of 1999–2000 undergraduates were U.S. citizens.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Section 6: Disability Status and Remedial Education

Students With Disabilities

- Nine percent of undergraduates reported having some type of disability (table 6.1).
- Independent students were more likely than dependent undergraduates to report a disability (12 versus 7 percent; table 6.1).
- Among students reporting a disability, 29 percent reported an orthopedic condition and 17 percent reported experiencing mental illness or depression (table 6.1).
- Among students reporting disabilities, women were more likely than men to report having a mental illness or depression (21 versus 11 percent), while men were more likely to report having attention deficit disorder (9 versus 5 percent; table 6.1).

Remedial Education

- One-fifth of undergraduates in their first or second year of college reported taking at least one remedial course in 1999–2000, and 36 percent reported having ever taken a remedial course (table 6.2).
- Hispanic undergraduates were more likely to have taken remedial courses in 1999–2000 (28 percent) than non-Hispanic students (19 percent) and they were especially likely to have taken remedial reading (49 versus 33 percent) among those who had taken remedial courses in 1999–2000 (table 6.2).
- Students whose parents had bachelor's degrees or higher were least likely to have ever taken a remedial class, compared with students whose parents attained less education (30 versus 38 and 39 percent; table 6.2).

Table 6.1.—Percentage of undergraduates who reported a disability or difficulty and among those who did, the percentage distribution, by type of disability 1999–2000

Institutional and student characteristics	Any[1] disabilities	Among students with disabilities								
		Visual	Hearing	Speech	Ortho-pedic	Specific learning disability	Attention deficit disorder	Mental illness/ depression	Health im-pairments/ problems	Other
Total	9.3	5.2	6.7	0.2	29.4	5.0	6.4	17.1	15.1	14.9
4-year sector[2]										
Public and private not-for-profit	7.7	4.7	6.6	0.2	27.1	5.2	8.4	18.8	14.2	14.9
Public	7.8	5.0	6.7	0.2	26.8	4.8	7.2	19.7	14.2	15.3
Private not-for-profit	7.5	3.7	6.2	0.4	27.8	6.2	11.4	16.5	14.2	13.7
Institution type[2]										
Public										
Less-than-2-year	13.9	3.2	10.8	0.0	40.4	0.5	3.3	4.0	10.2	27.6
2-year	10.7	5.8	7.1	0.2	30.3	4.9	5.4	17.1	15.3	13.9
4-year nondoctorate-granting	8.2	6.6	6.5	0.0	29.4	3.3	5.7	17.3	15.0	16.3
4-year doctorate-granting	7.5	4.1	6.9	0.3	25.3	5.8	8.1	21.1	13.7	14.7
Private not-for-profit										
Less-than-4-year	8.1	6.3	11.4	0.0	28.4	5.3	9.5	9.8	13.3	16.1
4-year nondoctorate-granting	8.5	4.1	5.6	0.0	29.4	7.2	10.6	17.5	13.8	11.8
4-year doctorate-granting	6.1	2.9	7.3	1.2	24.6	4.2	12.9	14.4	15.1	17.6
Private for-profit	12.0	3.2	5.0	0.6	35.5	2.6	3.1	13.1	20.2	16.8
More than one institution	8.6	6.3	4.7	0.3	28.4	8.0	5.8	13.7	14.3	18.5
Class level										
Graduating senior	6.7	4.4	7.1	0.7	30.4	7.4	6.4	13.4	17.2	13.1
All other undergraduates	9.6	5.3	6.7	0.2	29.3	4.8	6.4	17.4	14.9	15.0
Attendance intensity										
Exclusively full-time	8.6	4.5	6.7	0.4	28.0	4.7	8.0	17.8	15.5	14.4
Mixed full-time and part-time	10.1	7.4	3.9	0.2	27.9	5.9	6.4	19.3	14.2	15.0
Exclusively part-time	10.0	5.4	7.7	0.0	31.9	5.0	4.3	15.3	14.9	15.5
Gender										
Male	8.7	6.8	7.5	0.2	29.9	7.4	8.6	11.4	14.4	13.8
Female	9.7	4.2	6.1	0.3	29.1	3.3	4.9	21.1	15.5	15.6
Race										
One race										
White	9.8	5.4	7.2	0.1	27.4	5.8	7.7	17.6	14.1	14.8
Black or African American	8.7	4.2	3.5	0.2	36.8	1.2	3.8	15.3	21.8	13.2
Asian	4.2	4.9	7.5	5.1	28.4	0.7	0.0	9.8	14.0	29.5
American Indian/Alaska Native	20.0	5.5	1.9	0.0	41.4	4.7	3.5	19.8	9.7	13.5
Native Hawaiian/Other Pacific Islander	9.6	(#)	(#)	(#)	(#)	(#)	(#)	(#)	(#)	(#)
Other race	7.1	7.2	6.0	0.0	36.2	5.0	0.9	13.7	15.6	15.5
More than one race	10.7	3.5	6.7	1.5	26.8	4.7	1.9	22.5	18.0	14.5

See footnotes at end of table.

Table 6.1.—Percentage of undergraduates who reported a disability or difficulty and among those who did, the percentage distribution, by type of disability 1999–2000—Continued

Institutional and student characteristics	Any[1] disabilities	Among students with disabilities								
		Visual	Hearing	Speech	Ortho-pedic	Specific learning disability	Attention deficit disorder	Mental illness/ depression	Health im-pairments/ problems	Other
Hispanic or Latino (any race)										
Not Hispanic or Latino	9.5	5.0	6.6	0.2	28.9	4.9	6.8	17.2	15.5	14.8
Hispanic or Latino	8.0	7.4	7.6	0.5	34.5	5.8	1.6	15.9	10.6	16.1
Dependency status										
Dependent	6.7	6.9	5.7	0.3	21.1	7.1	12.8	17.6	11.9	16.7
Independent	11.9	4.3	7.3	0.2	34.2	3.8	2.8	16.8	16.9	13.8
Age as of 12/31/99										
18 years or younger	5.9	6.6	3.4	0.3	23.6	3.2	10.6	21.3	14.8	16.0
19–23 years	7.1	7.4	5.5	0.3	21.6	6.7	12.3	16.6	12.8	16.9
24–29 years	8.9	4.1	8.4	0.6	26.4	6.5	2.9	23.9	14.8	12.4
30–39 years	12.5	2.7	6.0	0.1	34.7	3.4	2.8	16.1	19.0	15.3
40 years or older	17.3	4.5	8.7	0.1	40.8	3.1	1.5	12.9	15.6	12.9
Dependent income quartiles										
Low quartile	7.6	6.2	3.5	0.0	29.6	4.6	5.2	19.0	12.3	19.6
Middle quartiles	6.5	7.6	6.0	0.4	18.3	7.0	15.2	17.3	11.5	16.7
High quartile	6.2	6.1	7.3	0.2	18.0	9.8	15.7	16.7	12.4	13.8
Independent income quartiles										
Low quartile	16.2	5.4	6.2	0.5	34.0	4.0	2.7	18.4	15.2	13.8
Middle quartiles	11.7	3.4	6.2	0.1	30.9	4.2	3.2	18.7	19.3	14.1
High quartile	8.7	5.0	11.7	0.0	42.5	2.8	1.7	9.5	13.5	13.4
Parents' education										
High school diploma or less	10.2	6.1	6.8	0.1	32.7	3.4	3.0	17.7	17.2	13.1
Some postsecondary education	9.7	4.7	7.7	0.4	31.7	3.5	4.1	14.7	16.2	17.1
Bachelor's degree or higher	8.1	4.6	5.5	0.3	24.1	8.2	12.1	18.9	11.7	14.6
Average hours worked while enrolled										
Did not work	13.1	3.6	5.7	0.1	33.4	2.8	6.0	14.1	17.9	16.4
Worked part time	8.6	5.1	5.6	0.5	24.8	6.1	7.9	21.2	13.1	15.6
Worked full time	8.0	6.5	8.6	0.0	31.6	5.5	5.1	14.8	15.1	12.7

#Too small to report.

[1]Includes students who reported having a "long-lasting" condition such as blindness, deafness, a severe vision or hearing impairment; a condition that limits "one or more of the basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying;" *or* who responded they had any other physical, mental, or emotional condition that lasted six or more months *and* who had difficulty doing one of the following five activities: getting to school, getting around campus, learning, dressing, or working at a job.

[2]Refers to NPSAS institution only.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table 6.2.—Percentage of first- and second-year undergraduates who reported ever taking remedial courses and among those taking such courses in 1999-2000, the type of courses: 1999–2000

Institutional and student characteristics	Any remedial courses[1]	Taken remedial courses in 1999–2000	Among those who took remedial courses in 1999–2000			
			Math	Reading	Writing	Study skills
Total	35.5	20.1	74.5	35.2	43.7	17.4
4-year sector[1]						
Public and private not-for-profit	28.6	16.7	71.2	32.2	47.6	16.9
Public	31.8	18.6	74.7	30.7	43.7	14.5
Private not-for-profit	21.8	12.5	60.4	37.1	60.0	24.3
Institution type[1]						
Public						
Less-than-2-year	25.0	9.3	(#)	(#)	(#)	(#)
2-year	40.5	23.2	75.6	36.1	41.0	16.4
4-year nondoctorate-granting	38.8	24.0	77.8	31.7	43.1	15.2
4-year doctorate-granting	26.7	14.9	71.2	29.5	44.3	13.7
Private not-for-profit						
Less-than-4-year	37.4	20.7	69.2	42.6	64.9	31.6
4-year nondoctorate-granting	23.9	13.8	58.2	40.1	63.1	24.5
4-year doctorate-granting	18.6	10.7	64.6	31.4	54.1	23.9
Private for-profit	24.3	12.0	75.8	36.4	54.0	27.5
More than one institution[2]	33.4	18.3	76.6	35.2	44.2	23.4
Federal grant recipient						
Did not receive	33.6	18.0	74.2	33.7	44.2	17.7
$1,000–1,499	42.5	25.3	70.1	36.0	42.5	13.9
$1,500 or more	41.1	26.8	77.6	39.4	42.9	18.5
Unsubsidized federal loan recipient						
Did not receive	36.6	20.8	74.3	35.0	43.7	17.1
$1,000–1,499	34.1	20.4	67.9	33.2	36.9	12.7
$1,500–2,499	34.4	16.4	79.7	38.8	39.8	20.4
$2,500–3,999	30.1	17.1	76.4	36.4	46.7	20.6
Gender						
Male	34.0	19.5	70.7	38.1	47.0	19.8
Female	36.7	20.6	77.2	33.1	41.3	15.7
Race						
One race						
White	31.9	17.7	75.2	27.9	40.8	15.5
Black or African American	45.9	25.8	75.4	43.5	40.8	16.5
Asian	38.5	21.6	58.2	61.5	73.7	27.4
American Indian/Alaska Native	44.5	34.9	(#)	(#)	(#)	(#)
Native Hawaiian/Other Pacific Islander	32.3	23.4	(#)	(#)	(#)	(#)
Other race	45.2	27.1	77.4	48.1	50.9	22.4
More than one race	41.8	21.8	58.4	33.2	42.7	28.1

See footnotes at end of table.

Table 6.2.—Percentage of first- and second-year undergraduates who reported ever taking remedial courses and among those taking such courses in 1999-2000, the type of courses: 1999–2000—Continued

Institutional and student characteristics	Any remedial courses[1]	Taken remedial courses in 1999–2000	Among those who took remedial courses in 1999–2000			
			Math	Reading	Writing	Study skills
Hispanic or Latino (any race)						
Not Hispanic or Latino	34.3	19.1	74.6	32.5	42.4	17.0
Hispanic or Latino	44.8	27.7	73.6	48.7	50.0	19.4
Dependency status						
Dependent	34.5	20.6	72.9	37.1	47.1	18.1
Independent	36.7	19.5	76.7	32.4	38.9	16.5
No dependents, unmarried	35.5	16.4	70.3	34.2	43.4	13.2
Married, no dependents	31.6	17.6	83.2	34.2	41.3	17.2
Single parent	40.8	24.0	76.3	39.3	42.0	22.2
Married parents	36.1	18.5	79.5	22.3	31.2	11.8
Age as of 12/31/99						
18 years or younger	31.5	25.0	72.9	35.3	45.7	16.4
19–23 years	36.1	19.6	73.5	39.1	46.7	19.2
24–29 years	36.2	19.4	73.3	29.9	41.8	13.5
30–39 years	38.6	18.1	77.7	28.6	38.4	22.9
40 years or older	33.5	17.8	82.3	30.0	30.9	9.0
Dependent income quartiles						
Low quartile	40.8	26.1	75.0	46.0	47.8	16.8
Middle quartiles	32.9	18.8	71.2	34.2	47.7	17.0
High quartile	31.1	18.4	73.3	30.3	44.7	22.2
Independent income quartiles						
Low quartile	42.2	23.8	71.8	43.4	46.4	20.6
Middle quartiles	36.7	19.9	78.0	31.3	36.8	16.7
High quartile	31.6	14.0	81.1	16.5	32.9	8.4
Parents' education						
High school diploma or less	38.7	21.4	76.0	37.9	43.0	17.8
Some postsecondary education	37.9	21.5	75.9	29.6	38.3	16.7
Bachelor's degree or higher	30.2	17.7	71.2	35.1	49.0	16.9
Disability status						
No disability reported	35.0	19.7	74.6	35.1	44.2	17.5
Some type of disability reported	40.8	23.7	73.1	35.6	39.7	17.2

#Too small to report.

[1]Refers to NPSAS institution only.

[2]Column classifications refer to NPSAS institution.

NOTE: Approximately 63 percent of 1999–2000 undergraduates were first or second year students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Appendix A—Glossary

This glossary describes the variables used in this report. The items were taken directly from the NCES NPSAS:2000 undergraduate Data Analysis System (DAS), an NCES software application that generates tables from the NPSAS:2000 data (see appendix B for a description of the DAS). The variables listed in the index below are organized by sections in the order they appear in the report; the glossary is in alphabetical order by variable name (displayed along the right-hand column). Some items were reported by the student only during the Computer-Assisted Telephone Interview (CATI). Variables based only on CATI respondents are identified.

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Race CENRACE2
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Remedial reading courses ..... NEREAD
Remedial writing courses ..... NEWRITE
Remedial study skills ..... NESTUDY

DAS variable name

Age as of 12/31/99 **AGE**

18 years or younger
19–23 years
24–29 years
30–39 years
40 years or older

Control of institution **AIDCTRL**

Source of revenue and control of operations for student's institution.

Public	A postsecondary education institution supported primarily by public funds and operated by publicly elected or appointed officials who control the programs and activities.
Private not-for-profit	A postsecondary institution that is controlled by an independent governing board and incorporated under Section 501(c)(3) of the Internal Revenue Code.
Private for-profit	A postsecondary institution that is privately owned and operated as a profit-making enterprise. Includes career colleges and proprietary institutions.

Level of institution **AIDLEVL**

Highest award offering of student's institution.

4-year	Denotes 4-year institutions that can award bachelor's degrees or higher, including institutions that award doctorate degrees and first-professional degrees. First-professional includes chiropractic, pharmacy, dentistry, podiatry, medicine, veterinary medicine, optometry, law, osteopathic medicine, and theology.
2-year	Institution that does not confer bachelor's degrees, but does provide 2-year programs that result in a certificate or an associate's degree, or 2-year programs that fulfill part of the requirements for a bachelor's degree or higher at 4-year institutions.
Less-than-2-year	At least one of the programs offered at the institution is three months or longer, and produces a terminal award or certificate. In addition, no program at the institution lasts longer than two years.
More than one institution	Includes NPSAS institution and those who also attended another institution.

DAS variable name

Institution type **AIDSECT**

Indicates the level and control of student's institution used for financial aid. Institution level concerns the institution's highest offering (see AIDLEVL), and control concerns the source of revenue and control of operations (see AIDCTRL). Some categories are combined in selected tables.

Public
- Less-than-2-year
- 2-year
- 4-year nondoctorate-granting
- 4-year doctorate-granting

Private not-for-profit
- Less-than-4-year
- 4-year nondoctorate-granting
- 4-year doctorate-granting

Private for-profit

Attendance intensity **ATTNPTRN**

Attendance intensity in 1999–2000. Attendance pattern refers to the student's full-time, part-time, or mixed attendance while enrolled. Includes enrollment at all institutions.

Exclusively full-time	Students were enrolled full time for all months enrolled in college.
Mixed full-time and part-time	Students were enrolled both full time and part time or had some other pattern of enrollment during enrolled months.
Exclusively part-time	Students were enrolled exclusively part time during enrolled months.

Attendance status **ATTNSTAT**

Combined attendance intensity and persistence during 1999–2000. Intensity refers to the student's full- or part-time attendance while enrolled. Persistence refers to the number of months a student was enrolled during the year. Students were considered to have been enrolled for a full year if they were enrolled nine or more months during 1999–2000. Months did not have to be contiguous or at the same institution, and students did not have to be enrolled for a full month in order to be considered enrolled for that month.

Full-time, full-year	Student was enrolled full time for at least nine months during 1999–2000. Additional months enrolled could be part time.
Full-time, part-year	Student was enrolled full time for less than nine months during 1999–2000 and attending full time in all of these months.

	DAS variable name
Attendance status, continued	**ATTNSTAT**
Part-time, full-year	Student was enrolled nine or more months during 1999–2000, and some of these months were part time.
Part-time, part-year	Student was enrolled less than nine months during 1999–2000, and all of these months were part time.

Race (with multiple race) **CENRACE2**

Undergraduates race, regardless of Hispanic ethnicity. Comparable to Census 2000 categories. Variable used as a row in all the compendium tables.

White	A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
Black	A person having origins in any of the black racial groups of Africa.
Asian	A person having origins in any of the peoples of the Far East, Southeast Asia, or the Indian subcontinent. This includes people from China, Japan, Korea, the Philippine Islands, India, and Vietnam.
American Indian/Alaska Native	A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
Native Hawaiian/Other Pacific Islander	A person having origins in the Pacific Islands including Hawaii and Samoa.
More than one race	A person having origins in more than one race.
Other	A person having origins in a race not listed above.

DAS variable name

Worked for service at a church **CHURCH**

Indicates whether student volunteered at church during 1999–2000. Asked on student CATI (Yes/No).

Citizenship **CITIZEN2**

Indicates a student's citizenship status and financial aid eligibility. Variable was constructed from data reported on Free Application for Federal Student Aid (FAFSA).

U.S. citizen	Student was a U.S. citizen.
Permanent resident	Student was not a U.S. citizen but was eligible for federal financial aid (sometimes referred to as "resident alien").
Foreign/international student	Student was not a U.S. citizen and was not eligible for financial aid.

Worked with kids as a coach/scouting **COACH**

Indicates whether student did any other work with kids (besides tutoring or mentoring), such as coaching or sports. Asked on student CATI (Yes/No).

Community service **COMMNUM**

Student response to the question "Did you do any community service or volunteer work during the past year, other than court-ordered service?" Asked on student CATI.

No community service
One activity
Two or more activities

Undergraduate program **DEGFIRST**

Degree program in which student was enrolled in the first term, as reported by the institution. If not available from the institution, information was taken from student interview. Refers to NPSAS institution for those enrolled in more than one institution.

Certificate	Student pursuing a certificate or formal award other than an associate's or bachelor's degree.
Associate's degree	Student pursuing an associate's degree.
Bachelor's degree	Student pursuing a Bachelor of Arts or Bachelor of Science degree.
No degree program	Student is not in any of the above degree programs.

DAS variable name

Delayed enrollment **DELAYENR**

The number of calendar years between high school graduation and the first year enrolled in postsecondary education. Immediate enrollment is defined as entry into postsecondary education the same calendar year as high school graduation. The assumption is that high school graduation takes place in May or June and postsecondary enrollment takes place in the fall.

Did not delay	Student entered postsecondary education the same calendar year as high school graduation.
Delayed enrollment	Student entered postsecondary education 1 or more calendar years after high school graduation.

Dependency status **DEPEND**

Student dependency status for financial aid including marital status. Students were considered independent if they met one of the following criteria:

1) Student was 24 years old or older as of 12/31/99;
2) Student was a veteran of the U.S. Armed Forces;
3) Student was enrolled in a graduate or professional program (beyond a bachelor's degree) in 1999–2000;
4) Student was married;
5) Student was an orphan or ward of the court; or
6) Student had legal dependents other than spouse.

Dependent
Independent

Dependency status among independents **DEPEND5B**

Independent, no dependents, unmarried
Independent, married, no children
Independent, single parents
Independent, married parents

Disability or difficulty **DISABIL**

To identify students with disabilities, NPSAS participants were first asked three questions to determine (1) whether they had "long-lasting conditions" such as blindness, deafness, a severe vision or hearing impairment; (2) whether they had "a condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying"; and (3) whether they had "any other physical, mental, or emotional condition that has lasted six months or more." Students who answered "yes" to questions 1 or 2 (i.e., vision, hearing, or mobility impairment) were identified as having a disability. Students who answered "yes" to question 3 *and* also reported having difficulty doing any one of five activities—getting to school, getting around on campus, learning, dressing, or working at a job—were also considered to have a disability

None reported
Disability or difficulty reported

DAS variable name

Worked as a volunteer firefighter or EMT **EMTFIRE**

Indicates whether student worked as a volunteer firefighter or EMT during 1999–2000. Asked on student CATI (Yes/No).

Average hours worked per week while enrolled **ENRJOB**

Average number of hours per week that students reported working while enrolled in 1999–2000. It is based on the student CATI question "About how many hours did you work per week while you were enrolled?" The variable does not include hours worked when student was not enrolled.

Did not work	Student did not work.
Part time	Student worked less than 35 hours per week while enrolled.
Full time	Student worked 35 or more hours per week while enrolled.

Gender **GENDER**

Male
Female

Cumulative grade point average **GPA2**

Student's GPA reported by the institution recoded into a 4.0 scale. If the data were not available, the student-reported categorical GPAs were used. Refers to NPSAS institution for those enrolled in more than one institution.

Mostly A's	Student's GPA was 3.75 or above.
A's and B's	Student's GPA was between 3.25 and 3.74.
Mostly B's	Student's GPA was between 2.75 and 3.24.
B's and C's	Student's GPA was between 2.25 and 2.74.
Mostly C's	Student's GPA was between 1.75 and 2.24.
C's and D's or lower	Student's GPA was below 1.75.

Hispanic or Latino (any race) **HISPANIC**

Derived from Student CATI, SAT, and NPSAS 2000 institution information obtained from the Computer Assisted Data Entry system (CADE).

Hispanic or Latino	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
Not Hispanic or Latino	

Worked at a hospital **HOSPITAL**

Indicates whether student volunteered at hospital, nursing home, or group home during 1999–2000. Asked on student CATI (Yes/No).

DAS variable name

High school degree or equivalency status **HSDEG**

Form in which high school degree or equivalent was received.

High school diploma	Student graduated from high school.
GED or equivalent	Student did not graduate from high school but passed the General Educational Development (GED) exam or high school equivalent, administered by the American Council on Education.
Certificate of completion	Student received a certificate of completion.
No high school degree/certificate	Student neither graduated from high school nor earned a GED or certificate of completion.

Citizenship by generation status **IMMIGR**

Based on student's citizenship status and student-reported generation (i.e., whether the student was foreign-born and whether the parent(s) were foreign-born). Asked on student CATI. This variable was used in text tables only to distinguish generations for American citizens and is based only on students who were interviewed. In the compendium tables, citizenship status was based on the variable CITIZEN2, which was derived for all respondents.

Foreign-born students with foreign parents (first-generation American)
U.S. born student with at least one foreign-born parent (second-generation American)
All other citizens (includes foreign born students with U.S. born parents)
Permanent residents
Foreign students with visas

Income and dependency status **INCOME**

The dependency status and income level of students in 1998. The source of income for dependent students is their parents or guardians; the source for independent students is their own earnings and assets.

Dependent students
- Less than $20,000
- $20,000–39,999
- $40,000–59,999
- $60,000–79,999
- $80,000–99,999
- $100,000 or more

Independent students
- Less than $10,000
- $10,000–19,999
- $20,000–29,999
- $30,000–49,999
- $50,000 or more

DAS variable name

Adult literacy **LITERACY**

Indicates whether student volunteered in an adult literacy program. Asked on student CATI (Yes/No).

Local residence **LOCALRES**

Students' residence while attending school.

On campus	Institution-owned living quarters for students. These are typically on-campus or off-campus dormitories, residence halls, or other facilities.
Off campus	Student lived off campus in non-institution-owned housing but not with her or his parents or relatives.
Living with parents	Student lived at home with parents or other relatives.

Major field of study **MAJORS3**

Undergraduate major field of study among those with declared majors. Refers to NPSAS institution for those enrolled in more than one institution.

Humanities	English, liberal arts, philosophy, theology, art, music, speech/drama, art history/fine arts, area studies, African-American studies, ethnic studies, foreign languages, liberal studies, women's studies.
Social/behavioral sciences	Psychology, economics, political science, American civilization, clinical pastoral care, social work, anthropology/archaeology, history, sociology.
Life sciences	Natural resources, forestry, biological science (including zoology), botany, biophysics, geography, interdisciplinary studies, including biopsychology, environmental studies.
Physical sciences	Physical sciences including chemistry, physics.
Math	Mathematics, statistics.
Computer/information science	Computer/information science, computer programming.
Engineering	Electrical, chemical, mechanical, civil, or other engineering; engineering technology; electronics.
Education	Early childhood, elementary, secondary, special, or physical education; other education; leisure studies; library/archival sciences.
Business management	Accounting, finance, secretarial, data processing, business/management systems, public administration, marketing/distribution, business support, international relations.

DAS variable name

Major field of study, continued **MAJORS3**

Health	Nursing, nurse assisting, community/mental health, medicine, physical education/recreation, audiology, clinical health, dentistry, veterinary medicine, health/hospital, public health, dietetics, other/general health.
Vocational/technical	Mechanic technology including transportation, protective services, construction, air/other transportation, precision production.
Other technical/professional	Agriculture, agricultural science, architecture, professional city planning, journalism, communications, communications technology, cosmetology, textiles, military science, dental/medical technology, home economics, vocational home economics including child care, law, paralegal, basic/personal skills.

Worked with kids as tutor/mentor **MENTOR**

Indicates whether student worked as a tutor or other education-related activity with kids during 1999–2000. Asked on student CATI (Yes/No).

Raised money for a non-political campaign **MONEYNP**

Indicates whether student participated in non-political fundraising during 1999–2000. Asked on student CATI (Yes/No).

Raised money for a political cause **MONEYP**

Indicates whether student participated in political fundraising during 1999–2000. Asked on student CATI (Yes/No).

Type of Asian origin **NBASIAN**

The response of a student of Asian origin to the question "Are you ....?" Asked on student CATI (Yes/No).

Chinese
Korean
Filipino
Japanese
Vietnamese
Asian Indian
Thai
Native Hawaiian
Samoan
Guamanian or Chamorro
Or some other Asian or Pacific Islander

DAS variable name

Ever attend community college **NBEVRCC**

Student response to the question "Have you ever taken classes at a community college?" Asked on student CATI (Yes/No).

Ever voted **NBEVRVT**

Student response to the question "Have you ever voted in any national, state, or local elections?" Asked on student CATI (Yes/No).

Type of Hispanic origin **NBHISTYP**

The response of a student of Hispanic or Latino origin to the question "Are you of....?" Asked on student CATI (Yes/No).

Mexican, Mexican-American or Chicano descent
Cuban descent
Puerto Rican descent
Some other Hispanic origin

Primary language spoken at home **NBLANG**

Student's response to the question "What language was spoken most often at home as you were growing up?" Asked by student CATI.

English
Spanish, Catalan, Galician, Basque
Arabic
Bahasa
Chinese, Cantonese, Mandarin
Farcey (Pharsi)
French and Canadian French
Gaelic
German
Hebrew
Hindi, Malay, Tamil
Japanese
Korean
Malaysian (Bahasa Malay)
Urdu, Punjabi, Sindi
Tagalog
Thai
Vietnamese
Welsh
American Sign Language or other Sign Language
Bengel
Dutch
Kurdish
Portuguese

DAS variable name

Primary language spoken at home, continued **NBLANG**

Russian
Swahili
Swedish
Turkish
Other

Registered to vote **NBVOTE**

Student response to the question "Are you registered to vote in the U.S. elections?" Asked on student CATI (Yes/No).

Voted in last presidential election **NBVTPRS**

If before 11/7/2000, student response to the question "Did you plan to vote in the upcoming presidential election?" Otherwise, student response to the question, "Did you vote in recent presidential election?" Asked on student CATI (Yes/No).

Balance due on all credit cards (and any balance due) **NDCRDBAL**

Among those who reported carrying a balance, student response to the question "What was the balance due on all credit cards, according to your last statement?" Asked on student CATI.

Number of dependents **NDEPEND**

Number of dependents reported by student not including spouse. Dependents include any individuals, whether children or elders, for whom the student was financially responsible.

Hours worked per week while enrolled **NDHOURS**

Student response to the question "During the 1999–2000 school year, how many hours did you work per week, while enrolled?" Asked on student CATI (Yes/No).

Number of credit cards in own name **NDNUMCRD**

Student response to the question "How many credit cards do you have in your own name, that are billed to you?" Asked on student CATI.

Community service hours per month **NDVLHRS**

Among those who volunteered, indicates student response to the question "On average, how many hours per month did you volunteer in the past 12 months?" Asked on student CATI.

DAS variable name

Worked for neighborhood improvement/cleanup **NEIGHBOR**

Indicates whether student volunteered for neighborhood improvement/cleanup projects during 1999–2000. Asked on student CATI (Yes/No).

Satisfaction with distance education courses **NECMPSAT**

Among students taking any distance education courses, indicates student response to the question "Compared to other courses you've taken, are you more satisfied, equally satisfied, or less satisfied with the quality of instruction you've received in your distance education courses?" Asked on student CATI.

More satisfied
Like both the same
Less satisfied
All courses were distance education courses

Taking any distance education courses **NEDSTED**

Indicates student response to the question "During the 1999–2000 school year, did you take any courses for credit that were distance education courses?" Includes courses delivered off campus using live interactive TV or audio, prerecorded TV, video, CD-ROM, or a computer-based system such as the Internet, email or chat rooms. Does not include correspondence courses. Asked on student CATI (Yes/No).

Taking any distance education courses live **NELIVE**

Among students taking any distance education courses, indicates student response to the question "Did your distance education classes use live, interactive TV or audio?" Asked on student CATI (Yes/No).

Remedial math courses **NEMATH**

Indicates whether first- or second-year students took a remedial math class in 1999–2000. For complete description, see NEREMSY. Asked on student CATI (Yes/No).

Taking any distance education courses on the Internet **NENET**

Among students taking any distance education courses, indicates student response to the question "Did your distance education classes use the Internet?" Asked on student CATI (Yes/No).

Taking any prerecorded distance education courses **NERECORD**

Among students taking any distance education courses, indicates student response to the question "Did your distance education classes use prerecorded TV or audio?" Asked on student CATI (Yes/No).

DAS variable name

Remedial reading courses **NEREAD**

Indicates whether first- or second-year students took a remedial reading class in 1999–2000. For complete description, see NEREMSY. Asked on student CATI. (Yes/No).

Ever took remedial courses **NEREMEVR**

Student's response to the question "Since you've been in college, have you ever taken remedial or developmental courses to improve your basic skills, such as in mathematics, reading, or writing?" Asked on student CATI (Yes/No).

Took remedial courses in 1999–2000 **NEREMSY**

Student's response to the question "During 1999–2000, did you take remedial or development courses?" A related question was also asked of those reporting taking remedial classes: "Was this to improve your skills in reading (NEREAD), writing (NEWRITE), math (NEMATH), study skills (NESTUDY), English language skills (NEENGLIS)?" Asked on student CATI (Yes/No).

Remedial study skills courses **NESTUDY**

Indicates whether first- or second-year students took a remedial study skills class in 1999–2000. For complete description, see NEREMSY. Asked on student CATI (Yes/No).

Remedial writing courses **NEWRITE**

Indicates whether first- or second-year students took a remedial writing class in 1999–2000. For complete description, see NEREMSY. Asked on student CATI (Yes/No).

Main limiting condition **NFMAIN**

Student's response to the question "What is the main condition that causes your activity limitation or difficulty?" Asked of students who indicated a disability or difficulty. Asked on student CATI.

Hearing impairment
Blind or visual impairment (that cannot be corrected by wearing glasses)
Speech or language impairment
Orthopedic or mobility impairment
Specific learning disability or dyslexia
Attention deficit disorder
Health impairment/problem
Mental illness/emotional disturbance/depression
Developmental disability
Brain injury
Other

DAS variable name

Considered self with disability **NFSLFDIS**

Student's response to the question "Do you consider yourself to have a disability?"

Yes
No

Parents' education **NPARED**

The highest level of education completed by the student's mother or father, whoever had the highest level. The variable was aggregated to the following categories in this report:

High school diploma or less	Students' parents earned a high school diploma or equivalent or did not complete high school.
Some postsecondary education	Students' parents attended some postsecondary education, but did not earn a bachelor's degree.
Bachelor's degree or higher	Students' parents attained a bachelor's or advanced degree.

Distance from home **NXDSTSCH**

The derived straight-line distance (in miles) between student's home (using zip code) and NPSAS institution.

Worked at another type of community service **OTHCOMM**

Indicates whether student participated in another type of community service besides the ones listed, during 1999–2000. Asked on student CATI (Yes/No).

Dependents income quartiles **PCTDEP**

Indicates 1998 income percentiles for parents of dependents students.

Low quartile	Income at the 25th percentile or below.
Middle quartiles	Income between the 26th and 74th percentile.
High quartile	Income at or above the 75th percentile.

Income quartiles **PCTALL**

Indicates 1998 income percentiles for all students income (calculated separately for dependents and independents).

Low quartile	Income at the 25th percentile or below.
Middle quartiles	Income between the 26th and 74th percentile.
High quartile	Income at or above the 75th percentile.

DAS variable name

Independents income quartiles **PCTINDEP**

Indicates 1998 income percentiles for independent students income.

Low quartile	Income at the 25th percentile or below.
Middle quartiles	Income between the 26th and 74th percentile.
High quartile	Income at or above the 75th percentile.

Race **RACE1**

Undergraduates' race/ethnicity by historical categories used in prior surveys. Students choosing more than one race were asked "For historical purposes, could you please identify which single race best describes you?" Used in tables A, B, and C and tables 6 to 10.

White	See CENRACE2
Black or African American	See CENRACE2
Asian	See CENRACE2
American Indian/Alaska Native	See CENRACE2
Hispanic	Regardless of race (see Hispanic)
Native Hawaiian/Other Pacific Islander	See CENRACE2
Other	See CENRACE2

Race/ethnicity **RACE2**

Undergraduate's race/ethnicity. Students were asked "What is your race?" Students choosing more than one race were shown as a separate category. Those who chose Hispanic were coded as Hispanic regardless of race. Used in tables 1 to 5.

White	See CENRACE2
Black or African American	See CENRACE2
Asian	See CENRACE2
American Indian/Alaska Native	See CENRACE2
Hispanic	Regardless of race, See HISPANIC
Native Hawaiian/Other Pacific Islander	See CENRACE2
More than one race	See CENRACE2
Other	See CENRACE2

Number of risk factors **RISKINDX**

Represents an index of risk of 0–7 based on the 7 characteristics known to adversely affect persistence and attainment. Characteristics include delayed enrollment, no high school diploma (including GED recipients), part-time enrollment, financial independence, having dependents other than spouse, single-parent status, and working part-time while enrolled.

DAS variable name

Attendance at an in-state institution **SAMESTAT**

Indicates whether the sampled NPSAS institution was in the same state as the state of the student's legal residence.

In state
Not in state

4-year sector **SECTOR4**

Institution types that award bachelor's degrees.

Public and private not-for-profit 4-year (combined all public and private not-for-profit 4-year)
Public 4-year (combined doctorate and nondoctorate granting)
Private not-for-profit 4-year (combined doctorate and nondoctorate granting)
Private for-profit
More than one institution

In the tables, only public and private-not-for-profit institutions were shown.

Primary role if working while enrolled **SEROLE**

Student response to the question "While you were working, would you say that you were primarily a student working to meet expenses or an employee who's decided to enroll in school?" Asked on student CATI.

Student who works	Student working to meet expenses.
Employee who studies	Employee enrolled in school.
Does not work	Respondent did not work while enrolled.

Worked at a shelter/soup kitchen **SHELTER**

Indicates whether student volunteered at a homeless shelter or soup kitchen during 1999–2000. Asked on student CATI (Yes/No).

Single parent **SINGLPAR**

Indicates whether student was a single parent in 1999–2000. Students were considered to be single parents if they had dependents and were not married.

Marital status **SMARITAL**

Marital status of student when applied for financial aid in 1999–2000.

Not married
Married
Separated

DAS variable name

Worked at a telephone crisis center **TELCRIS**

Indicates whether student volunteered at a telephone crisis center/rape crisis/intervention during 1999–2000. Asked on student CATI (Yes/No).

Received federal aid **TFEDAID**

Total amount of federal aid received by a student in 1999–2000 from all federal aid programs. Positive values on this variable were used to identify the percentage of students who received this category of aid.

Received federal grants **TFEDGRT**

Total amount of federal grants received by a student in 1999–2000. Does not include federal veteran's benefits or military aid.

Received any aid **TOTAID**

Total amount of financial aid received by a student in 1999–2000. Includes grants, loans, or work study, as well as loans under the PLUS program. The percentage of students with any aid is the percentage with positive amounts recorded for this variable.

Received grants **TOTGRT**

Total amount of grant aid received by a student in 1999–2000. Grants are a type of student financial aid that does not require repayment or employment. At the undergraduate level it is usually (but not always) awarded on the basis of need, possibly combined with some skills or characteristics that a student possesses. Grants include scholarships and fellowships. The percentage of students with grants is the percentage with positive amounts recorded for this variable.

Received loans **TOTLOAN**

Total amount of loan aid received by a student in 1999–2000. This includes all loans through federal, state, or institutional programs except PLUS loans (which are made to parents). Loans are a type of student financial aid that advances funds and that are evidenced by a promissory note requiring the recipient to repay the specified amounts under prescribed conditions. The percentage of students with loans is the percentage with positive amounts recorded for this variable.

DAS variable name

Undergraduate class level **UGLVL1**

Indicates respondents' year in school. It is a function of class level reported by the institution for the first term in college. If not available from the institution, information was taken from the financial aid form, loan record, or student interview. Refers to NPSAS institution for those enrolled in more than one institution.

First-year beginning
Second year
Third year
Fourth or fifth year (not graduating)
Graduating senior 1999–2000
Unclassified/unknown

In the tables, only two categories are presented: graduating seniors and all others. Graduating seniors are those students who received a bachelor's degree between July 1, 1999 and June 30, 2000.

Appendix B—Technical Notes and Methodology

The 1999–2000 National Postsecondary Student Aid Study

The 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000) is a comprehensive nationwide study conducted by the U.S. Department of Education's National Center for Education Statistics (NCES) to determine how students and their families pay for postsecondary education.[20] It also describes demographic and other characteristics of students enrolled. The study is based on a nationally representative sample of all students in postsecondary education institutions, including undergraduate, graduate, and first-professional students. The sample does not include high school students who were simultaneously enrolled in postsecondary education. For NPSAS:2000, information was obtained from more than 900 postsecondary institutions on approximately 50,000 undergraduate, 9,000 graduate, and 3,000 first-professional students. They represented nearly 17 million undergraduates, 2.4 million graduate students, and 300,000 first-professional students who were enrolled at some time between July 1, 1999 and June 30, 2000. The response rate for obtaining institutional record data for all students was 97 percent and the weighted overall student interview response rate was 65.6 percent.[21]

Accuracy of Estimates

The statistics in this report are estimates derived from a sample. Two broad categories of error occur in such estimates: sampling and nonsampling errors. Sampling errors occur because observations are made only on samples of students, not entire populations. Nonsampling errors occur not only in sample surveys but also in complete censuses of entire populations. Nonsampling errors can be attributed to a number of sources: inability to obtain complete information about all students in all institutions in the sample (some students or institutions refused to participate, or students participated but answered only certain items); ambiguous definitions; differences in interpreting questions; inability or unwillingness to give correct information; mistakes in

[20]For more information on the NPSAS survey, consult U.S. Department of Education, National Center for Education Statistics, *Methodology Report for the 1999–2000 National Postsecondary Student Aid Study* (NCES 2002–152) (Washington, DC: 2001). Additional information is also available at the NPSAS website *http://nces.ed.gov/npsas*.

[21]See table A3 and A4 in A. Malizio, *National Postsecondary Student Aid Study: Student Financial Aid Estimates for 1999–2000* (NCES 2001–209) (Washington, DC: 2001, U.S. Department of Education, National Center for Education Statistics).

recording or coding data; and other errors of collecting, processing, sampling, and imputing missing data.

Data Analysis System

The estimates presented in this report were produced using the NPSAS:2000 undergraduate Data Analysis Systems (DAS). The DAS software makes it possible for users to specify and generate their own tables. With the DAS, users can replicate or expand upon the tables presented in this report. In addition to the table estimates, the DAS calculates proper standard errors[22] and weighted sample sizes for these estimates. For example, table B1 contains standard errors that correspond to compendium table 1.3, generated by the DAS. If the number of valid cases is too small to produce a reliable estimate (less than 30 cases), the DAS prints the message "low-N" instead of the estimate.

In addition to tables, the DAS will also produce a correlation matrix of selected variables to be used for linear regression models. Included in the output with the correlation matrix are the design effects (DEFTs) for each variable in the matrix. Since statistical procedures generally compute regression coefficients based on simple random sample assumptions, the standard errors must be adjusted with the design effects to take into account the stratified sampling method used in the NPSAS surveys.

For more information about the NPSAS:2000 and other Data Analysis Systems, consult the NCES DAS website (*www.nces.ed.gov/das*) or contact:

Aurora D'Amico
National Center for Education Statistics
1990 K Street, NW
Room 8115
Washington, DC 20006
(202) 502-7334
Internet address: Aurora.D'Amico@ed.gov

[22]The NPSAS:2000 samples are not simple random samples, and therefore, simple random sample techniques for estimating sampling error cannot be applied to these data. The DAS takes into account the complexity of the sampling procedures and calculates standard errors appropriate for such samples. The method for computing sampling errors used by the DAS involves approximating the estimator by the linear terms of a Taylor series expansion. The procedure is typically referred to as the Taylor series method.

Table B1.—Standard errors for compendium table 1.3: Percentage distribution of undergraduates, by type of institution: 1999–2000

Institutional and student characteristics	Public				Private not-for-profit			Private for-profit	More than one institution
	Less-than-2-year	2-year	4-year non-doctorate-granting	4-year doctorate-granting	Less-than-4-year	4-year non-doctorate-granting	4-year doctorate-granting		
Total	0.11	0.70	0.42	0.31	0.05	0.26	0.14	0.42	0.15
Level of institution									
Less-than-2-year	4.57	(†)	(†)	(†)	1.57	(†)	(†)	5.04	(†)
2-year	(†)	0.41	(†)	(†)	0.07	(†)	(†)	0.40	(†)
4-year	(†)	(†)	0.75	0.55	(†)	0.49	0.28	0.41	(†)
Class level									
Graduating seniors	0.00	0.00	0.73	0.68	0.00	0.64	0.34	0.21	0.40
All other undergraduates	0.12	0.73	0.44	0.30	0.05	0.27	0.14	0.45	0.16
Attendance intensity									
Exclusively full-time	0.17	0.74	0.59	0.46	0.10	0.43	0.26	0.76	0.14
Mixed full-time and part-time	0.06	1.28	0.63	0.69	0.06	0.40	0.26	0.34	0.51
Exclusively part-time	0.16	0.87	0.59	0.34	0.08	0.37	0.15	0.24	0.23
Attendance status									
Full-time, full year	0.10	0.68	0.67	0.50	0.07	0.44	0.29	0.33	0.22
Full-time, part year	0.40	1.58	0.69	0.83	0.34	0.78	0.29	2.23	0.28
Part-time, full year	0.15	1.17	0.83	0.52	0.10	0.40	0.19	0.31	0.28
Part-time, part year	0.11	0.95	0.50	0.39	0.05	0.41	0.15	0.24	0.29
Undergraduate program									
Certificate	0.92	2.94	0.44	0.33	0.43	0.40	0.16	2.71	0.37
Associate's degree	0.00	0.84	0.43	0.13	0.13	0.35	0.14	0.57	0.23
Bachelor's degree	0.00	0.00	0.65	0.49	0.00	0.40	0.28	0.32	0.22
No undergraduate degree	0.14	2.21	1.14	0.98	0.06	0.48	0.28	1.00	0.50
Gender									
Male	0.15	0.86	0.46	0.43	0.06	0.40	0.24	0.68	0.20
Female	0.10	0.77	0.51	0.35	0.09	0.29	0.18	0.40	0.19
Race									
White	0.10	0.80	0.43	0.40	0.07	0.30	0.19	0.29	0.17
Black or African American	0.49	2.38	1.69	1.05	0.35	0.88	0.57	1.10	0.38
Asian	0.13	1.96	1.21	1.31	0.18	0.50	0.61	1.19	0.58
American Indian/Alaska Native	0.42	4.76	1.97	2.52	0.35	3.12	0.80	0.72	1.28
Native Hawaiian/ Other Pacific Islander	0.24	4.71	3.24	1.95	0.11	1.32	0.91	2.36	1.70
Other race	0.11	2.63	2.19	1.23	0.25	1.09	0.53	1.63	0.53
More than one race	0.32	2.70	1.35	1.39	0.27	1.87	0.99	1.12	0.99
Hispanic or Latino (any race)									
Not Hispanic or Latino	0.13	0.76	0.39	0.37	0.07	0.28	0.16	0.37	0.16
Hispanic or Latino	0.13	2.66	2.78	1.26	0.32	1.96	0.39	1.28	0.35

See footnotes at end of table.

Table B1.—Standard errors for compendium table 1.3: Percentage distribution of undergraduates, by type of institution: 1999–2000—Continued

Institutional and student characteristics	Public				Private not-for-profit			Private for-profit	More than one institution
	Less-than-2-year	2-year	4-year non-doctorate-granting	4-year doctorate-granting	Less-than-4-year	4-year non-doctorate-granting	4-year doctorate-granting		
Dependency status									
Dependent	0.06	0.83	0.58	0.48	0.07	0.38	0.26	0.26	0.21
Independent	0.17	0.89	0.49	0.31	0.09	0.40	0.13	0.66	0.17
No dependents, unmarried	0.15	1.21	0.61	0.57	0.09	0.49	0.21	0.87	0.32
Married, no dependents	0.16	1.33	0.65	0.60	0.09	0.59	0.24	0.44	0.38
Single parent	0.27	1.30	0.87	0.49	0.20	0.55	0.23	0.98	0.29
Married parents	0.24	1.21	0.78	0.46	0.08	0.55	0.24	0.63	0.35
Age as of 12/31/99									
18 years or younger	0.07	1.34	0.89	0.75	0.18	0.60	0.47	0.33	0.35
19-23 years	0.07	0.78	0.47	0.44	0.06	0.33	0.26	0.33	0.21
24-29 years	0.16	1.17	0.65	0.60	0.09	0.44	0.20	0.85	0.28
30-39 years	0.21	1.20	0.67	0.41	0.09	0.68	0.24	0.64	0.30
40 years or older	0.24	1.17	0.63	0.44	0.14	0.58	0.22	0.57	0.30
Dependency and income level in 1998									
Dependent									
Less than $20,000	0.06	1.65	1.64	1.01	0.25	1.22	0.47	0.79	0.47
$20,000–39,999	0.11	1.22	1.01	0.78	0.09	0.53	0.41	0.38	0.43
$40,000–59,999	0.07	1.23	0.81	0.81	0.10	0.58	0.46	0.26	0.36
$60,000–79,999	0.10	1.37	0.73	0.93	0.09	0.66	0.52	0.23	0.44
$80,000–99,999	0.08	1.58	0.77	1.10	0.12	0.71	0.61	0.34	0.58
$100,000 or more	0.05	1.30	0.74	0.97	0.13	0.81	0.64	0.19	0.45
Independent									
Less than $10,000	0.21	1.26	0.65	0.68	0.29	0.64	0.29	1.37	0.38
$10,000–19,999	0.22	1.36	0.74	0.62	0.13	0.57	0.24	0.90	0.40
$20,000–29,999	0.26	1.32	0.70	0.61	0.07	0.55	0.26	0.71	0.38
$30,000–49,999	0.16	1.22	0.69	0.53	0.08	0.54	0.22	0.54	0.33
$50,000 or more	0.17	1.12	0.59	0.50	0.06	0.69	0.23	0.39	0.36
Parents' education									
High school diploma or less	0.18	1.10	0.76	0.45	0.11	0.43	0.19	0.60	0.21
Some postsecondary education	0.13	1.09	0.79	0.58	0.10	0.40	0.26	0.51	0.33
Bachelor's degree or higher	0.08	0.91	0.39	0.54	0.05	0.40	0.28	0.35	0.24
Disability status									
No disability reported	0.11	0.73	0.48	0.34	0.06	0.26	0.15	0.42	0.17
Some disability or difficulty	0.27	1.53	0.70	0.78	0.14	0.61	0.35	0.83	0.42
Average hours worked while enrolled									
Did not work	0.11	1.24	0.81	0.76	0.12	0.54	0.36	0.80	0.30
Worked part time	0.11	0.82	0.53	0.51	0.09	0.39	0.25	0.44	0.23
Worked full time	0.15	0.93	0.63	0.37	0.10	0.46	0.19	0.37	0.22

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Statistical Procedures

Two types of statistical procedures were employed in this report: testing differences between means (or proportions) and testing linear trends. Each procedure is described below.

Differences Between Means

The descriptive comparisons were tested in this report using Student's *t* statistic. Differences between estimates are tested against the probability of a Type I error,[23] or significance level. The significance levels were determined by calculating the Student's *t* values for the differences between each pair of means or proportions and comparing these with published tables of significance levels for two-tailed hypothesis testing.

Student's *t* values may be computed to test the difference between estimates with the following formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}} \qquad (1)$$

where E_1 and E_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. This formula is valid only for independent estimates. When estimates are not independent, a covariance term must be added to the formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2 - 2(r)se_1\ se_2}} \qquad (2)$$

where *r* is the correlation between the two estimates.[24] This formula is used when comparing two percentages from a distribution that adds to 100. If the comparison is between the mean of a subgroup and the mean of the total group, the following formula is used:

$$t = \frac{E_{sub} - E_{tot}}{\sqrt{se_{sub}^2 + se_{tot}^2 - 2p\,se_{sub}^2}} \qquad (3)$$

[23]A Type I error occurs when one concludes that a difference observed in a sample reflects a true difference in the population from which the sample was drawn, when no such difference is present.

[24]U.S. Department of Education, National Center for Education Statistics, A Note from the Chief Statistician, no. 2, 1993.

where p is the proportion of the total group contained in the subgroup.[25] The estimates, standard errors, and correlations can all be obtained from the DAS.

There are hazards in reporting statistical tests for each comparison. First, comparisons based on large t statistics may appear to merit special attention. This can be misleading since the magnitude of the t statistic is related not only to the observed differences in means or percentages but also to the number of students in the specific categories used for comparison. Hence, a small difference compared across a large number of students would produce a large t statistic.

A second hazard in reporting statistical tests for each comparison occurs when making multiple comparisons among categories of an independent variable. For example, when making paired comparisons among different levels of income, the probability of a Type I error for these comparisons taken as a group is larger than the probability for a single comparison. When more than one difference between groups of related characteristics or "families" are tested for statistical significance, one must apply a standard that assures a level of significance for all of those comparisons taken together.

Comparisons were made in this report only when $p \leq .05/k$ for a particular pairwise comparison, where that comparison was one of k tests within a family. This guarantees both that the individual comparison would have $p \leq .05$ and that for k comparisons within a family of possible comparisons, the significance level for all the comparisons will sum to $p \leq .05$.[26]

For example, in a comparison of males and females, only one comparison is possible (males versus females). In this family, k=1, and the comparison can be evaluated without adjusting the significance level. When students are divided into five age categories (18 or younger, 19–23, 24–29, 30–39 and 40 or older) and all possible comparisons are made, then k=10 and the significance level of each test must be $p \leq .05/10$, or $p \leq .005$. The formula for calculating family size (k) is as follows:

$$k = \frac{j(j-1)}{2} \tag{4}$$

where j is the number of categories for the variable being tested. In the case of age, there are five age groups, so substituting 5 for j in equation 4, results in the following family size.

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[25] Ibid.

[26] The standard that $p \leq .05/k$ for each comparison is more stringent than the criterion that the significance level of the comparisons should sum to $p \leq .05$. For tables showing the t statistic required to ensure that $p \leq .05/k$ for a particular family size and degrees of freedom, see Olive Jean Dunn, "Multiple Comparisons Among Means," *Journal of the American Statistical Association* 56 (1961): 52–64.

$$k = \frac{5(5-1)}{2} = 10 \qquad (5)$$

Linear Trends

While many descriptive comparisons in this report were tested using Student's t statistic, some comparisons among categories of an ordered variable with three or more levels involved a test for a linear trend across all categories, rather than a series of tests between pairs of categories. In this report, when differences among percentages were examined relative to a variable with ordered categories, Analysis of Variance (ANOVA) was used to test for a linear relationship between the two variables. To do this, ANOVA models included orthogonal linear contrasts corresponding to successive levels of the independent variable. The squares of the Taylorized standard errors (that is, standard errors that were calculated by the Taylor series method), the variance between the means, and the unweighted sample sizes were used to partition total sum of squares into within- and between-group sums of squares. These were used to create mean squares for the within- and between-group variance components and their corresponding F statistics, which were then compared with published values of F for a significance level of .05.[27] Significant values of both the overall F and the F associated with the linear contrast term were required as evidence of a linear relationship between the two variables. Means and Taylorized standard errors were calculated by the DAS. Unweighted sample sizes are not available from the DAS and were provided by NCES.

[27]More information about ANOVA and significance testing using the F statistic can be found in any standard textbook on statistical methods in the social and behavioral sciences.

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